

WORKBOOK

Engine Whistles

ROW, PETERSON

PE
1121
A39
1936
rdr.1-6
rdr.5
wbk bk.

CURR HIST





W

Ex LIBRIS

UNIVERSITATIS

ALBERTAENSIS



THIS Workbook is planned for use in the ALICE and JERRY BASIC READING PROGRAM. The activities include the pupil's independent reading and the use of this Workbook in various activities are listed

1. Locating information
 - (1) Using a table of contents
 - (2) Using an index
 - (3) Using an encyclopedia
2. Picture interpretation
 - (1) Interpreting and describing pictures
 - (2) Interpreting diagrams
3. Thorough reading
 - (1) Gathering information, pages 118-119
 - (2) Reading for specific information, pages 120-121
 - (3) Classifying, pages 122-123
 - (4) Interpreting main ideas, pages 124-125
 - (5) Recalling specific details, pages 126-127
4. Grasp of word meaning
 - (1) Constructing definitions, pages 128-129
 - (2) Using derived forms, pages 130-131
 - (3) Interpreting hyphenated words, pages 132-133
 - (4) Interpreting words in context, pages 134-135
 - (5) Interpreting multiple meanings, pages 22, 26, 56
 - (6) Enriching imagery, pages 40, 50-51, 109
 - (7) Interpreting colloquial and figurative expressions, pages 50-51, 105
 - (8) Synonyms, antonyms, homonyms, and heteronyms, pages 75, 88, 92, 95, 103, 107, 113
5. Organization
 - (1) Understanding the central thought in a paragraph, pages 4-5, 8-9, 10-11, 21, 32, 47-49
 - (2) Arranging items and events in sequence, pages 4-5, 8-9, 10-11, 21, 31, 35, 54, 63, 69, 86, 90, 102
 - (3) Making an outline, pages 4-5, 8-9, 10-11, 21, 32, 47-49, 54; 72-73, 82-83, 99-101, 114-116, 118-119
 - (4) Recognizing topic sentences, pages 32, 36-37, 47-49, 66-67, 72-73, 82-83, 99-101, 114-116, 118-119
6. Glossary and dictionary techniques
 - (1) Alphabetization, pages 6, 7, 89
 - (2) Use of guide words, page 6
 - (3) Syllabication and accent, pages 7, 22, 26, 56, 76, 102, 104, 110, 122, 128
 - (4) Interpreting diacritical markings, pages 22, 26, 42, 56, 62, 80
 - (5) Interpreting a key to pronunciation, pages 42, 62, 80
 - (6) Interpreting phonetic respellings, pages 86, 104, 110
7. Word recognition techniques
 - (1) Prefixes and suffixes, pages 9, 34, 38, 46, 53, 55, 57, 65, 71
 - (2) Using initial sounds, pages 23, 27
 - (3) Using context clues, pages 23, 27, 30, 33, 38, 41, 46, 53, 55, 57, 71, 89, 98
 - (4) Recognizing initial and final syllables, pages 30, 33, 89, 98, 110, 122
8. Associational reading
 - (1) Associating characters with descriptions, pages 14, 45, 87, 93, 106
 - (2) Exercising judgment and drawing conclusions, pages 16-17, 28-29, 35, 36-37, 45, 84-85, 111
 - (3) Associating ideas with words, pages 28-29, 63, 69
 - (4) Associating ideas with characters, page 45
 - (5) Using imagination, pages 63, 126
 - (6) Relating similar experiences, pages 68, 91, 94, 96, 108, 126
 - (7) Noting relation between different periods of time, pages 91, 96, 112, 120
 - (8) Written recall, pages 99-101
 - (9) Oral recall, pages 118-119

The system of indicating pronunciation in certain activities is used by permission of the publishers of Webster's New International Dictionary, Second Edition, copyright 1934, 1939, 1945, 1950, by G. & C. Merriam Co.

1957

Copyright © 1957, 1955, 1943. All rights reserved for all countries, including the right of translation. Printed in the United States of America.

ROW, PETERSON AND COMPANY
Evanston, Illinois

White Plains, New York

LIBRARY
UNIVERSITY OF ALBERTA

the Whistles

John Gilson

Reader of THE ALICE AND JERRY BASIC READING PROGRAM. In providing for guidance and checking of the text and in the Teacher's Guidebook. Directions for the Whistles. Under eight major classifications of skills, the

37, 94, 112, 127
2, 60, 81

51, 58-59, 72-73, 82-83, 84-85, 99-101, 105, 114-116,

85

125, 128

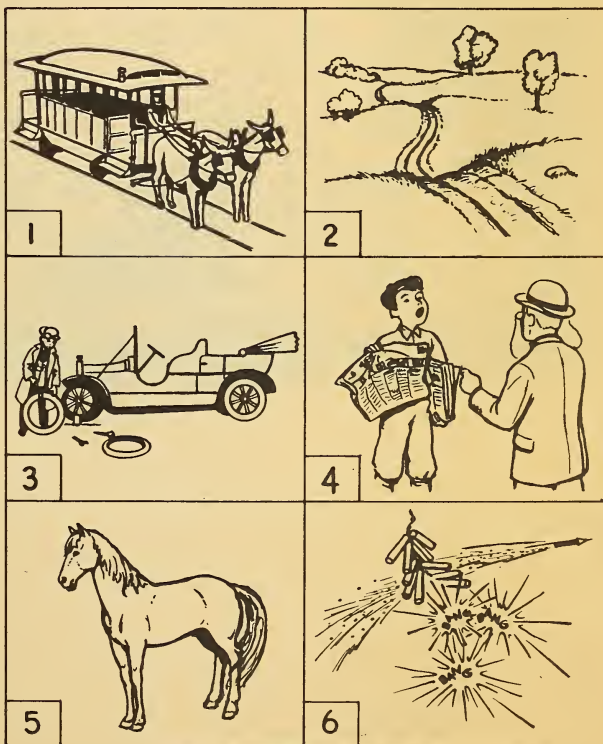
"Puffing Billy" (pages 4-13)

Use your book. Let the Contents page give some help. Finish each sentence.

1. The title of the first unit, or group of stories, is
 2. This unit is between pages and
 3. The title of the second unit is
 4. The second unit is between pages and
 5. The title of the last unit is
 6. The story "Bargains" begins on page It ends on page
 7. The story "Old Coach Road" begins on page It ends on page
-
-

Write the name of the story suggested by each picture.

1.
2.
3.
4.
5.
6.





By Mabel O'Donnell and Helen Gilson

This Workbook is planned to accompany *Engine Whistles*—the Basic Fifth Reader of THE ALICE AND JERRY BASIC READING PROGRAM. The activities included are a definite part of the developmental reading program. In providing for guidance and checking of the pupil's independent reading, they review and supplement the material in the text and in the Teacher's Guidebook. Directions for the use of this Workbook will be found in the Teacher's Guidebook for *Engine Whistles*. Under eight major classifications of skills, the various activities are listed below, with page references.

1. Locating information
 - (1) Using a table of contents, page 1
 - (2) Using an index, pages 64, 79, 121
 - (3) Using an encyclopedia, page 124
2. Picture interpretation
 - (1) Interpreting and identifying pictures, pages 1, 12, 25, 70, 74, 78, 87, 94, 112, 127
 - (2) Interpreting diagrams and maps, pages 2, 13, 14, 18, 20, 24, 39, 52, 60, 81
3. Thorough reading
 - (1) Gathering information, pages 3, 16-17, 28-29, 36-37, 43, 44, 50-51, 58-59, 72-73, 82-83, 84-85, 99-101, 105, 114-116, 118-119
 - (2) Reading for specific details, pages 3, 43, 44, 50-51, 54, 58-59, 84-85
 - (3) Classifying, pages 15, 35
 - (4) Interpreting major ideas, pages 28-29, 58-59, 66-67
 - (5) Recalling specific details, pages 93, 105
4. Grasp of word meanings
 - (1) Constructing definitions, pages 3, 50-51, 61, 77, 97, 117, 122, 123, 125, 128
 - (2) Using derived forms, page 9
 - (3) Interpreting hyphenated words, page 18
 - (4) Interpreting word meanings, page 19
 - (5) Interpreting multiple meanings, pages 22, 26, 56
 - (6) Enriching imagery, pages 40, 50-51, 109
 - (7) Interpreting colloquial and figurative expressions, pages 50-51, 105
 - (8) Synonyms, antonyms, homonyms, and heteronyms, pages 75, 88, 92, 95, 103, 107, 113
5. Organization
 - (1) Understanding the central thought in a paragraph, pages 4-5, 8-9, 10-11, 21, 32, 47-49
 - (2) Arranging items and events in sequence, pages 4-5, 8-9, 10-11, 21, 31, 35, 54, 63, 69, 86, 90, 102
 - (3) Making an outline, pages 4-5, 8-9, 10-11, 21, 32, 47-49, 54, 72-73, 82-83, 99-101, 114-116, 118-119
 - (4) Recognizing topic sentences, pages 32, 36-37, 47-49, 66-67, 72-73, 82-83, 99-101, 114-116, 118-119
6. Glossary and dictionary techniques
 - (1) Alphabetization, pages 6, 7, 89
 - (2) Use of guide words, page 6
 - (3) Syllabication and accent, pages 7, 22, 26, 56, 76, 102, 104, 110, 122, 128
 - (4) Interpreting diacritical markings, pages 22, 26, 42, 56, 62, 80
 - (5) Interpreting a key to pronunciation, pages 42, 62, 80
 - (6) Interpreting phonetic respellings, pages 86, 104, 110
7. Word recognition techniques
 - (1) Prefixes and suffixes, pages 9, 34, 38, 46, 53, 55, 57, 65, 71
 - (2) Using initial sounds, pages 23, 27
 - (3) Using context clues, pages 23, 27, 30, 33, 38, 41, 46, 53, 55, 57, 71, 89, 98
 - (4) Recognizing initial and final syllables, pages 30, 33, 89, 98, 110, 122
8. Associational reading
 - (1) Associating characters with descriptions, pages 14, 45, 87, 93, 106
 - (2) Exercising judgment and drawing conclusions, pages 16-17, 28-29, 35, 36-37, 45, 84-85, 111
 - (3) Associating ideas with words, pages 28-29, 63, 69
 - (4) Associating ideas with characters, page 45
 - (5) Using imagination, pages 63, 126
 - (6) Relating similar experiences, pages 68, 91, 94, 96, 108, 126
 - (7) Noting relation between different periods of time, pages 91, 96, 112, 120
 - (8) Written recall, pages 99-101
 - (9) Oral recall, pages 118-119

The system of indicating pronunciation in certain activities is used by permission of the publishers of Webster's New International Dictionary, Second Edition, copyright 1934, 1939, 1945, 1950, by G. & C. Merriam Co.

1957

Copyright © 1957, 1955, 1943. All rights reserved for all countries, including the right of translation. Printed in the United States of America.

ROW, PETERSON AND COMPANY
Evanston, Illinois

White Plains, New York

5 1 2 3
LIBRARY
UNIVERSITY OF ALBERTA

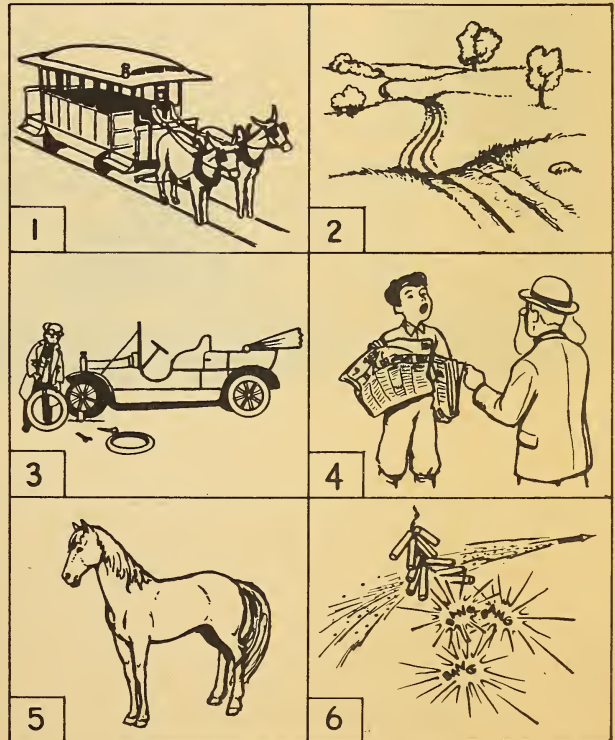
"Puffing Billy" (pages 4-13)

Use your book. Let the Contents page give some help. Finish each sentence.

1. The title of the first unit, or group of stories, is
2. This unit is between pages and
3. The title of the second unit is
4. The second unit is between pages and
5. The title of the last unit is
6. The story "Bargains" begins on page It ends on page
7. The story "Old Coach Road" begins on page It ends on page

Write the name of the story suggested by each picture.

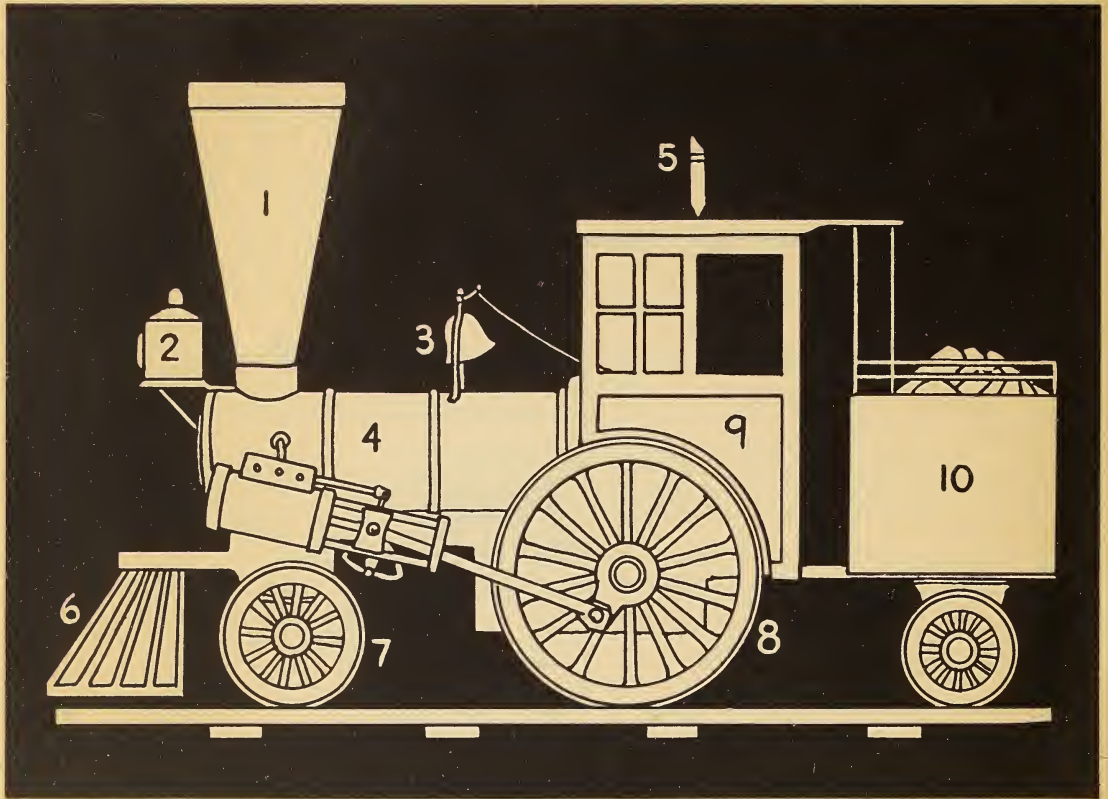
1.
2.
3.
4.
5.
6.



"Puffing Billy" (pages 4-13)

Here is a diagram (dī'a gram), or drawing, of "Puffing Billy." Several parts are numbered. In front of each number below the diagram, write the name of the numbered part. Check your spelling with your book.

Example: 1. smokestack



1.
2.
3.
4.
5.

6.
7.
8.
9.
10.

"Puffing Billy" (pages 4-13)

Read each paragraph carefully.

The land upon which a railroad is built is called the right of way. It is wider in some places than in others, but the land is always wide enough for the tracks, the signal towers, the telephone and telegraph poles, and the railroad station.

The ground under the railroad tracks is known as the roadbed. The squared-off logs laid crosswise upon the roadbed are called the ties, or crossties. These logs are also called sleepers. The bed of cinders or gravel or crushed stone which keeps the ties in place is called the ballast (băl'ast).

The rails are the bars which form the track upon which the wheels move. Early rails were made of wood with a thin strip of iron on top. They were called strap rails. Sometimes the iron strip would become loose and the ends would curl up and cut a hole through the floor of the railroad coach in which people were riding. Many people were badly hurt by the curling ends of strap rails. By the year 1850 most railroads used rails made entirely of iron. Today rails are made of very hard steel and are shaped like a letter T. They are often called T rails.

Write a sentence to explain the meaning of each of the following terms.

1. ballast
2. right of way
3. strap rails
4. roadbed
5. ties, crossties, or sleepers

"Puffing Billy" (pages 14-19)

Read each paragraph carefully. Then follow the directions on page 5.

George Stephenson

1. George Stephenson, the inventor of the steam engine, was born in the little mining town of Wylan, in England. The mother, father, and six children lived in one room of a cottage not far from the mouth of a coal mine. Three other families lived in the same cottage with them.

2. The Stephenson family was so poor that school for George was not to be thought of. George's father was a fireman for the engine which pumped water from the mine. Often he did not make money enough to buy bread for his family. By the time he was eight years old, George was helping to support the family by working as a herdboys. He cared for the neighbors' cattle, keeping the cattle from grazing on the tracks down which the horse-drawn wagons carried the coal from the mines. While watching the cattle, George found time to make models of engines out of clay and sticks.

3. By the time he was seventeen years old, George Stephenson was working in the same mine where his father worked. He became such a good hand at repairing engines that the other men called him "Engine Doctor." By the time he was eighteen years old, George began to

regret very much the fact that he had never had the chance to go to school. So he decided to go to night school and learn to read and write. He was nineteen years old before he could write his own name.

4. George was always interested in inventing things. Among his inventions were a safety lamp for miners, a lamp that would burn under water (for use by fishermen), and an alarm clock. But the thing in which he was most interested was the invention of an engine which could run by steam. George Stephenson tried for a long time before he was successful, but at last he did succeed in making an engine which could run by steam. He called it *My Lord*, after the man, Lord Ravensworth, who had given him the money he needed to make the steam engine. A second and better steam engine he called *Puffing Billy*. But the engine for which he is best known was one called *The Rocket*. Most of the work on this engine was done by George Stephenson's son Robert, under his father's direction.

5. By the time he was an old man, George Stephenson had become the owner of a large locomotive factory

(Go on to page 5.)

“Puffing Billy” (pages 14–19)

where steam engines for the English railroads were built. He had made much money. He set up night schools for miners throughout England. He built schools for the miners’ children. He built libraries and large halls where

the miners could rest and have fun when their day’s work was over. Because he had had such a hard time himself when he was a boy, he used much of his money to make life easier and more worth while for other coal miners and for their children.

Each paragraph in the above story tells about one important period or one important thing in Stephenson’s life. These main ideas are listed below. In front of each main idea write the number of the paragraph which belongs with that idea.

- His birthplace
- His inventions
- His young manhood
- His boyhood
- His old age

Now complete this outline. Use the title of the story as the main head. List the main ideas in the right order as the subheads under the main head.

- I.
- A.
- B.
- C.
- D.
- E.

“Puffing Billy” (pages 14–19)

Write the words in each column (köl'um) in alphabetical order.

horizon	sturdy
celebration	peering
distance	specks
daisy	thousand
conscious	scoffed
yonder	trestles
cane	soil
bandana	tank
glance	prosper
job	swim
mayor	released
objects	spike

Under each pair of guide words write the right word from the lists above. You will not write all the words.

giggle	gloom	print	prove	reach	return
tan	tap	scar	scrub	ceiling	center
spade	spider	dagger	dance	oak	ocean
this	three	may	Maypole	hook	horn

“Tank Town” (pages 20–30)

Write the words in each column in alphabetical order.

couple	escape	trestle
button	listen	number
cinders	engine	whistle
disgust	follow	suppose
corner	expect	ripple
center	invent	window

Rule 1. When there are double consonants between two vowels, a word is usually divided into syllables between the two consonants.

Rule 2. When there are two different consonants between two vowels, a word is usually divided into syllables between the two different consonants.

Rule 3. When there is a consonant followed by *le* in a word, the consonant joins the *le* to form a syllable.

Say each word in the lists above to yourself. How many syllables are in each word? Use the above rules and write the words in each list by syllables. Write the words on the lines below in alphabetical order as they would appear as word entries in a glossary. Then add the accent mark.

.....
.....
.....
.....
.....
.....

Remember that in every syllable there must be at least one vowel. Check each syllable to see whether this is true.

“Tank Town” (pages 20–30)

Read each paragraph carefully.

1. The earliest bridges were very different from those we see today. Many of these early bridges were simply fallen tree trunks which could be stretched across small rivers or from one cliff or hilltop to another. Some early bridges were made of overhanging vines which could be tangled or woven together and stretched across the places where bridges were needed. Sometimes overhanging rocks formed a natural bridge from one side of a valley to the other.

2. Long, long ago a people called the Romans (rō'manz) lived in the country we call Italy (īt'a li). The Romans wanted to find a way to move their armies quickly over rivers and mountain valleys. So they learned to make bridges of stone. These Roman bridges were made in the form of an arch. Ro-

man bridges were so well made that they lasted for hundreds and hundreds of years.

3. The first bridges in our country were made of wood. Many of them had sides and a roof and were known as covered bridges. These wooden bridges were not very satisfactory. There was always the danger that they would burn down. The wind, sun, rain, and snow dried out or rotted the wood. When used as railroad bridges, these wooden bridges often collapsed (ko läpst') under the weight of trains.

4. Most modern bridges are made of very hard steel or concrete. Such bridges can carry the heaviest loads and will last for years. The weather has little effect upon the bridges made in modern times.

What word would make a good title for the above selection (se lěk'shun)? Write the word here. Begin it with a capital letter.

Below are the numbers of the paragraphs. After each number write a phrase of not more than five words which tells the kind of bridges told about in that paragraph. Begin the first word in each phrase with a capital letter.

1.
2.
3.
4.

(Go on to page 9.)

“Tank Town” (pages 20–30)

Now you can make a simple outline. Write the title you chose for the selection on page 8 after the number I below. This title will be the main head in your outline. Write the phrase numbered 1 from page 8 after the letter A below, the phrase numbered 2 after B, and so on. The phrases are the subheads in your outline. Remember that the first word in a main head or a subhead begins with a capital letter.

- I.
- A.
- B.
- C.
- D.

Practice using your outline to recall what you learned about bridges. Be ready to use your outline to give an oral report on bridges to your reading group.

Add one of these suffixes—*ward, ous, ful, en, y*—to each word listed below. Then finish the sentences in the paragraphs by writing in the words you made.

power	mountain
west	short
sand	prosper

Most of the railroads started in the eastern part of our country and then moved As railroads started to carry more and more passengers and freight, more engines were needed to pull the trains.

The hardest task for the railway engineers was planning how to build the track in the parts of our country and also across the deserts.

The railroads helped to the time that was needed for travel between the East and the West. They also helped towns and cities to grow more

"Tank Town" (pages 31-39)

Read each paragraph carefully.

1. The smokestack on a wood-burning engine was very tall and much larger at the top than at the bottom. Sometimes it was so tall that it had to be hinged at the bottom so that it could be laid flat along the top of the engine boiler when the train was going under a bridge. Within the large opening at the top of the smokestack was a screen that served as a cinder catcher. When the fireman threw wood on the fire, sparks flew from the smokestack in great numbers. These sparks often set fire to the dry grass or to the forests along the right of way.

2. When coal-burning engines came into general use, the size and shape of the smokestack changed. These new smokestacks were the same size at the top as at the bottom and looked very much like long pieces of pipe.

3. Modern railroad engines, especially (es pësh'al i) engines that burn oil or engines that are run by electricity, have only an opening and no smokestack of any kind.

4. In the early days trains were run only in the daytime. After a while, however, the owners of the railroads made up their minds to try night runs also. Then, of course, headlights for the engine were needed. The first headlights used were not even on the engine. They were made by burning knots of pine wood on a flatcar which was pushed along in front of the engine.

5. Before long, candles protected by glass shades replaced the pine knots. These candle lanterns were hung on the front of the engine, and the flatcar was no longer needed. The candles were followed by lamps in which kerosene or whale oil was burned. Both candles and lamps gave very poor light.

6. As years went by, gas headlights came into common use. Gas for the burner in the light was fed from a storage tank in the engine cab. Modern trains have electric headlights. Some of these headlights are powerful searchlights which revolve and turn the light from side to side.

(Go on to page 11.)

"Tank Town" (pages 31-39)

Follow directions carefully.

1. The first three paragraphs on page 10 tell about a certain part of an engine. Write the name of that part here. The Now write these two words as main heading I in the outline below. Be sure that the first word begins with a capital letter.

2. Paragraphs 1, 2, and 3 tell about smokestacks on three different kinds of engines. Write the names of the three different kinds as subheads under I in the outline. The first word in a subhead begins with a capital letter.

3. The last three paragraphs on page 10 tell about another part of an engine. Write the name of the part here. The Write these two words as the second main head after II in the outline. With what kind of letter will the first word begin?

4. Paragraphs 4, 5, and 6 tell about five different kinds of headlights. Write the five kinds as subheads under II in the outline. With what kind of letter will the first word in each subhead begin?

- I. _____
- A. _____
- B. _____
- C. _____
- II. _____
- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Use your outline to help you remember the things you will tell your reading group if you are called upon for an oral report.

"Tank Town" (pages 31-39)



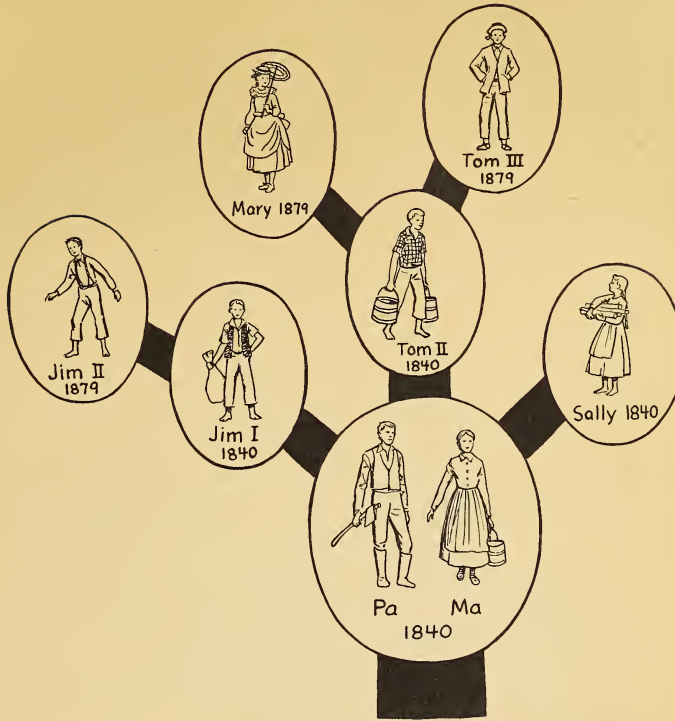


Above are pictures of the characters in your story. Below is a list of names which these characters are sometimes called. Each character will have more than one name. Under each picture write the right names.

Pierre
Mayor Hastings
Engineer Bill
Mr. Gates
Mr. William Turner

Grandfather
Tom Hastings
Big Bill Turner
President Gates
Thomas Hastings

Banker Hastings
Father
Fireman Pierre
Son
Mr. Thomas Hastings



The Hastings Family Tree

You should know these things about Tom, the boy who rode in the cab of the *Pioneer*. Finish each sentence by writing in the right word or words.

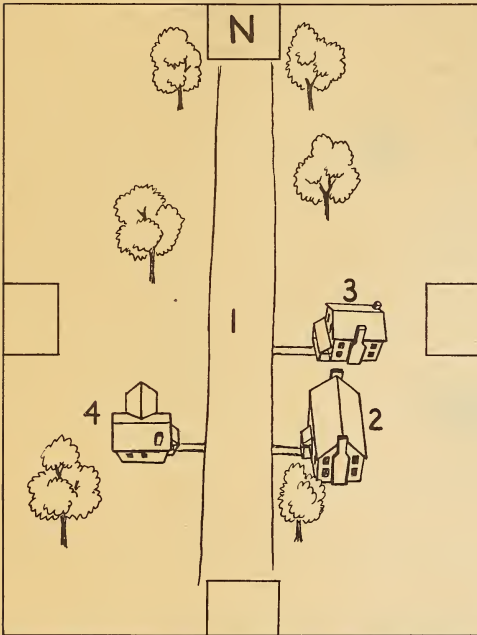
1. Tom's sister's name was
2. His cousin's name was
3. He called his uncle Uncle
4. He called his aunt Aunt
5. His father's name was
6. His grandfather's name was
7. Tom himself was Tom Hastings, the

Fourth of July (pages 40-53)

Here is a simple map of Maple Avenue, the street on which Tom lives. The N, which stands for north, has been put in for you. Add S for south, E for east, and W for west. Put each letter in the right place.

The largest house is the one where Tom lives. Who lives next door? Who had to cross the street to get milk for breakfast? Then who lives in the third house shown on the map?

Now make a legend for your map. After each number at the side write a phrase to tell what is shown by that number.



1.
2.
3.
4.

You should know these people. After each phrase write the right name.

1. The owner of the flour mill
2. Tom's best friend
3. The crossing watchman
4. Tom's next-door neighbor
5. The driver of the mule car
6. The Hastings cook

Fourth of July (pages 40-53)

Write the things that belong under each heading. Use your book, if necessary.

What Tom Ate for Breakfast

What I Ate for Breakfast

What Tom Wore
When He Left the House

What I Wore
When I Left the House This Morning

What Tom's Family Rode In

What My Family Rides In

What Tom Rode to Town In

What I Ride to Town In

Two Kinds of Work Tom Did

Kinds of Work Boys Do Today

Whistling Mule Car (pages 54-60)

Here is a story that one of the trainmen was telling to a group of his neighbors on Pigeon Hill the morning of the Fourth-of-July holiday. Read the story carefully. Then do what you are asked to do at the end of the story.

A Telegraph Line for the First Western Railroad

When the first railroad was built across the Western plains, the poles and the wires for a telegraph line were put in place at the same time. When the railroad was finished, the telegraph would be used to send directions to the trainmen who were to keep the trains running on time and without accidents.

The ties for the railroad and the poles for the telegraph were made of wood. The Great Plains were very dry, and there were few trees. These trees were small and not very straight. They did not give the best wood for ties and poles. Many tall, straight trees grew in the East. There also were the lumber mills to make the trees into ties and poles. So loads of telegraph poles and railroad ties were shipped from the East to the wild buffalo country where the new railroad and the telegraph line were being built.

Because the poles came from so far away and were so slow in coming, the builders of the telegraph worked fast when the poles arrived. Many workmen were kept busy digging holes and setting the poles in place. After a day's work, the men piled into an empty wagon and

headed back to camp. Imagine their surprise some days later when they learned that hundreds of the poles they had worked hard to put up were lying on the ground or leaning crazily in different directions. At first the workmen thought that the Indians had been upsetting the poles because they did not want the railroad to cross their hunting grounds. But the Indians would not have left the poles leaning in this strange way.

Soon the cause of the trouble was discovered. Herds of buffalo moving along the treeless plains in search of better feeding grounds used the telegraph poles for scratching posts. Many back scratchings had loosened the poles in the ground, and the heavy bodies of the animals leaning against the poles had uprooted the poles.

The workmen had their work to do over again; but before replacing the poles or planting new ones, they thought of a way to keep the buffalo from using them. They planned to fasten shoemaker's awls up and down each pole so that the buffalo would feel the sharp points when they scratched. Hundreds of awls gathered from all parts of the country were

(Go on to page 17.)

Whistling Mule Car (pages 54-60)

fastened to the poles. Then the workmen again put the poles firmly into the ground.

The men worked hard and fast to make up for the lost time. All was well until the herds of buffalo again crossed the plains where the men were working. Then the back scratching began again. Where there had been smooth poles before, the buffalo now found poles with many sharp points. The buffalo had

thick hides covered with coarse hair, so they did not feel the sharp points of the shoemaker's awls. They liked the scratchers better than before.

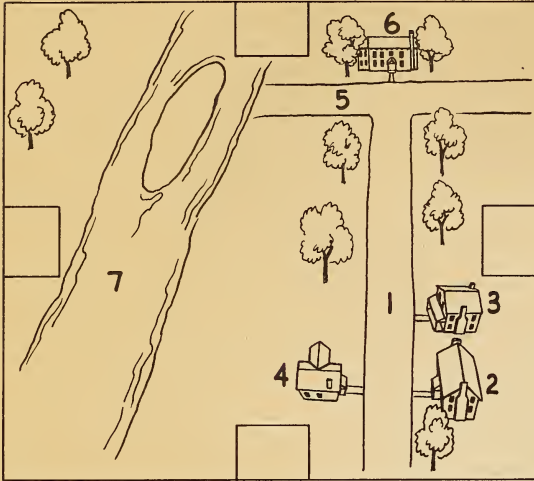
The men laughed when they learned that their plan did not work. They decided to let the buffalo have their way. The poles would have to be replaced even if it did take extra time, money, and hard work to furnish scratching posts for the buffalo.

Place a ✓ in front of the reason that you think is best.

1. There were few trees on the Great Plains because:
 - it was too dry for them to grow
 - the workmen had cut down most of them for poles
 - the buffalo ate the young trees before they could grow
2. The buffalo moved across the plains:
 - in search of scratching posts
 - to stay away from the Indians
 - in search of fresh feeding grounds
3. There were lumber mills in the East because:
 - there were more people there to buy lumber
 - there were people to run the mills
 - there were large forests in the East
4. The Indians did not want the railroad to be built because:
 - they were afraid of a railroad
 - the white man spoiled their hunting grounds
 - they wanted to be paid for their land

Whistling Mule Car (pages 54-60)

Here is a simple map showing the Big Turtle River, Maple Avenue, Main Street, and certain important houses on each street. Write the letters N, S, E, and W in the right places to show directions on the map. Then complete the map legend by writing after each number at the right the name of the numbered place on the map.



1.
2.
3.
4.
5.
6.
7.

Use a hyphen to join a word in the first column to a word in the second column to make a hyphenated word. Write each hyphenated word on the line to the right in front of the word which the hyphenated word describes. The first one is done for you.

1	2		
far	blackened	.....	face
blue	reaching	far-reaching	prairies
red	looking	.....	horse
stately	flowered	.....	pitcher
iron	wheeled	.....	houses
soot	gray	.....	buggy
wood	throated	.....	chuckle
deep	burning	.....	engine

Whistling Mule Car (pages 54-60)

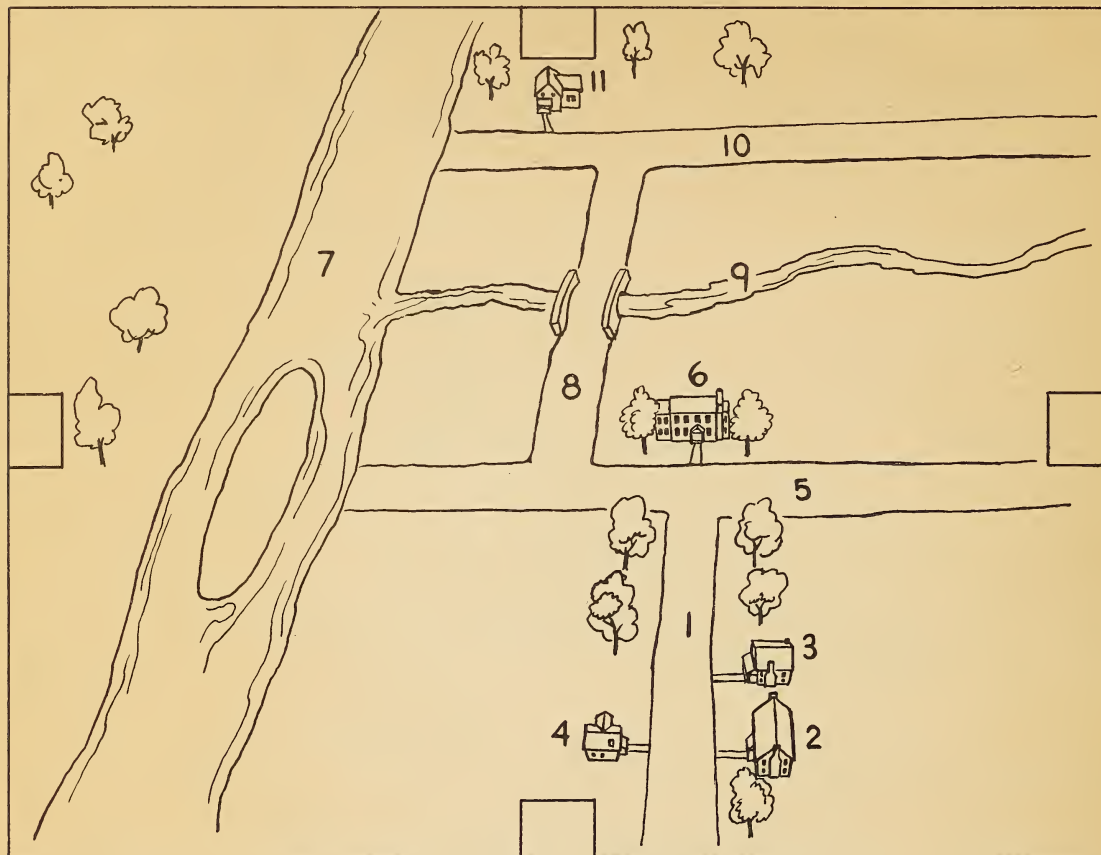
Each of the words below has more than one meaning. Finish each sentence by writing one of the words in each blank.

block board cab charged couple punch soil switch ties

1. I took a home from the station.
2. The groceryman ninety cents for a pound of butter.
3. This is the best kind of for growing cotton.
4. There were a thousand people on the ship.
5. Please on the porch light and see who is at the door.
6. I live in the last on our street.
7. Please bring me a of pencils.
8. Tom gave Dick a and made his nose bleed.
9. Railroad are sometimes called sleepers.
10. If that tree falls to the left, it will the road.
11. I am looking for a place in this town to room and
12. No one but a member of the train crew may ride in the engine
13. The conductor took out his to my ticket.
14. My dad does not like to get for Christmas presents.
15. When my dog runs after cars, I use a on him.
16. You will your hands with those dusty books.
17. Father took the car to the garage to get the battery
18. When the engine broke down, the trainmen had to it to another track.
19. There come the who were just married.
20. The engineer stopped his train when the signal told him that there was another train in the ahead.
21. Look at the score..... and find out what the score is.

Whistling Mule Car (pages 61-69)

Here is a simple map which includes the Pigeon Hill section of Hastings. Add the letters N, S, E, and W to the map to show the directions. Then complete the map legend below by writing after each number the name of the place on the map which has the same number.



- | | |
|---------|----------|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | |

Whistling Mule Car (pages 61-69)

Read each paragraph carefully.

A. The first horsecars used in this country did not run on tracks. Instead they were driven here and there all over the streets, weaving in and out among the surreys and buggies belonging to private families. As a result, there were many accidents.

B. Before very long, someone had the idea of making the horsecars run on tracks. The wheels of the cars could roll easily along the smooth tracks. This made the job of pulling the cars much easier for the horses. Since the cars stayed on the tracks, there were fewer accidents.

C. The driver of a car stood on a covered platform at the front. On the floor at his feet was a bell upon which he could step to warn people to get out of the way. At his right hand was a handle which he could turn to apply or release the brakes.

D. Most cars were pulled by horses, though mules and even oxen were sometimes used. The horses were carefully chosen and cared for. Some horsecar owners favored black horses; others thought gray ones worked better. Some horses were given special shoes; others were given special grain to eat.

By this time you can make your own outline. What would be a good title for the above selection? What will your main outline heading be? Think what each paragraph tells you. Write the main idea for each paragraph, using not more than four or five words, as a subhead in your outline. Which words will begin with capital letters?

- I. _____
- A. _____
- B. _____
- C. _____
- D. _____

Whistling Mule Car (pages 61-69)

Above each group of sentences is a word which might be found in a glossary. The word has several meanings. One meaning fits into each sentence below. On the line at the end of the sentence, write the number of the meaning that fits.

ten'der (tĕn'der). 1. Painful or sore to the touch. 2. To offer something to be accepted, as a gift. 3. Kind; gentle. 4. Easy to cut.

1. Sally is a very tender-hearted person.
2. This cut place on my finger is so tender that I cannot wear a glove.
3. This roast is not a tender piece of meat.
4. I shall be glad to tender my friendship to him.

flag (flăg). 1. A plant best known as iris. 2. A hard stone used in paving. 3. To droop or grow tired. 4. A banner of cloth. 5. To signal information by means of flags.

1. Flag the engineer and tell him to stop the train.
2. The flags of many countries waved in the breeze.
3. After the long walk, some of the Boy Scouts began to flag.
4. This is a flagstone path.
5. The flags are in bloom.

sleep'er (slĕp'er). 1. One who sleeps. 2. A tie on a railroad track. 3. A sleeping car on a railroad. 4. A child's sleeping garment.

1. This coach is our sleeper.
2. The baby's sleeper has feet in it.
3. Jack is a sound sleeper.
4. The sleepers were made of squared-off logs.

rear (rĕr). 1. At the back; the back part of something. 2. To bring up and educate. 3. To rise on one's hind legs. 4. To raise or lift.

1. The horse reared in fright.
2. Violets and buttercups reared their heads through the grass.
3. He has two children to rear.
4. There is a garden at the rear of the house.

Whistling Mule Car (pages 61-69)

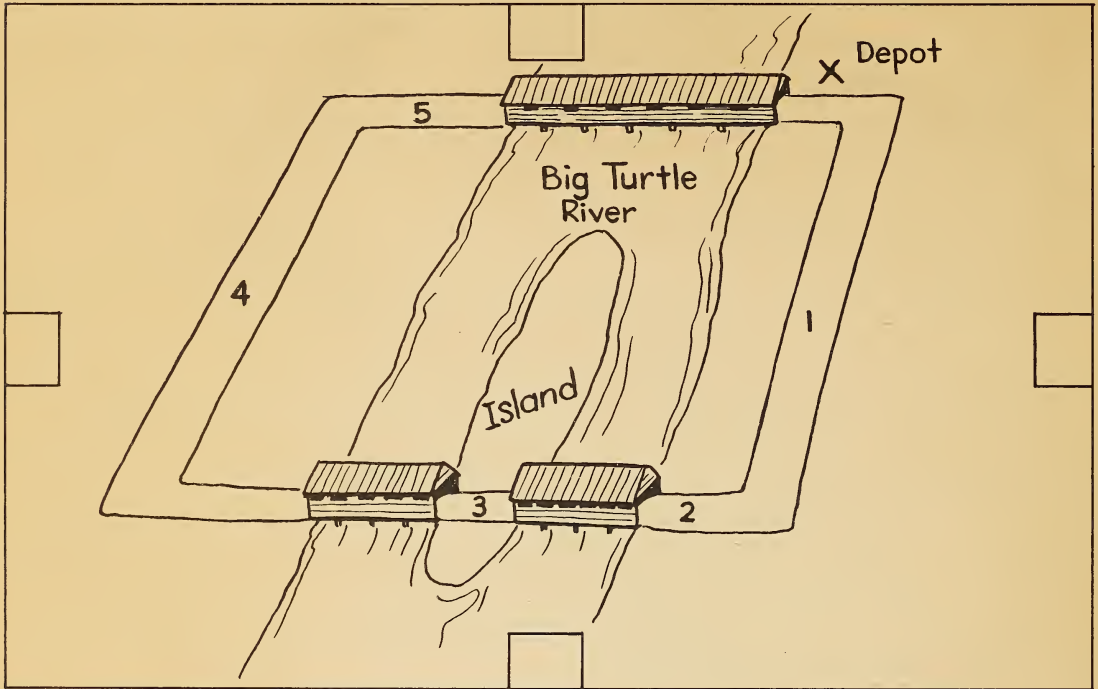
Learn to let the letters or sounds with which a new word begins, plus the sense of the sentence in which the word appears, help you to know what the new word will be.

In each sentence below, one word has been omitted. The letters at the beginning of each blank space tell you the way the omitted word begins. Think of a word which begins that way which will make sense in the sentence. Then finish writing the omitted word. The first one is done for you.

1. Since it was an accident, you are not to bl^{ame} for what happened.
2. I knew he was hard at work because I could hear the cl..... of the typewriter from the next room.
3. A sharp bolt of lightning spl..... the tree in two from top to bottom.
4. I went to the icebox for a sn..... before going to bed.
5. Our new house is complete except for the dr..... at the windows.
6. Perhaps I can gl..... the arm back on this chair.
7. What color fr..... would you suggest for this picture?
8. I could see fl..... shooting from the roof even before the fire department arrived.
9. Put on your thimble, or that needle will pr..... your finger.
10. The wind blew a br..... of a tree across the road.
11. The page was bl....., without a mark on it.
12. Suddenly I heard a cr..... as the two cars came together.
13. What gr..... will you be in in school next year?
14. Let's sit down and pl..... what we will do on our vacation.
15. To keep this grass looking green, I must spr..... the lawn.
16. The snow had melted and turned into sl.....
17. I like the red and white str..... in our flag.

Parade (pages 70-87)

Here is a map showing the streets down which the parade marched. Add the letters N, S, E, W to indicate directions. Complete the map legend by writing after each number the name of the street indicated by that number on the map.



- | | |
|---------|---------|
| 1. | 4. |
| 2. | 5. |
| 3. | |

After the name of each place, write the name of the owner.

- | | |
|-----------------------|---------------------|
| Cigar Store | Harness Shop |
| Livery Stable | Grocery Store |
| Drugstore | Flour Mill |
| Furniture Store | Bakeshop |

Parade (pages 70-87)

Pretend that you are an artist about to paint a picture of the main streets in Hastings in 1879. In the following list check ✓ each item which you would put in your picture. Then, to the right of each item you have checked, draw a thumbnail sketch to show how that item would look.

1. wooden sidewalks
2. brick pavement
3. hitching rails
4. wooden shops with false fronts
5. cement sidewalks
6. two-story brick buildings
7. cobblestone street crossings
8. ox carts
9. dirt roads
10. automobiles
11. horses and buggies
12. covered bridge

Parade (pages 70-87)

Above each group of sentences is a word which might be found in a glossary. The word has several meanings. One meaning fits into each sentence below. On the line at the end of the sentence, write the number of the meaning that fits.

crane (krān). 1. A wading bird with long legs. 2. A machine used to lift and carry heavy loads. 3. An iron bar fastened to a fireplace, from which kettles can be suspended. 4. To stretch one's neck in order to see better.

1. Out in the lake I saw a crane standing on one long leg.
2. I craned my neck to see who was coming up the stairs.
3. The hole grew deeper as the crane dug up the dirt.
4. A kettle hung from the crane in the old-fashioned fireplace.

toll (tōl). 1. Tax paid for the right to do a certain thing, as passing over a bridge. 2. To pull a church bell so that it rings slowly. 3. A fee for a special service, as for a long-distance telephone call. 4. The sound of a bell ringing slowly.

1. The bridgetender will collect the toll.
2. I heard the slow tolling of the church bell.
3. The sexton climbed the church tower to toll the bell.
4. The toll charges on our telephone bill were three dollars.

fresh (frěsh). 1. New or clean. 2. Not forgotten. 3. Healthy, strong, and active. 4. Not salt. 5. Strong, as the wind.

1. Bring me a fresh towel.
2. There was a fresh breeze blowing off the ocean.
3. The accident is still fresh in my mind.
4. I would rather swim in fresh water than in the ocean.
5. He looked as fresh as if he had not returned from a long journey.

el'e va'tor (ē'l'e vā'ter). 1. A cage which can be raised or lowered to carry people or goods up and down. 2. A storage place for grain. 3. A device on an airplane by which the movement up and down is controlled.

1. The farmer will drive to the nearest elevator with his wagonload of wheat.
2. Take the elevator to the ninth floor.
3. The driving rudder on an airplane is called the elevator.

Parade (pages 70-87)

In each sentence below one word has been omitted. The letters at the beginning of each blank space tell you the way the omitted word begins. Think of a word which begins that way which will make sense in the sentence. Then finish the omitted word.

1. When my shoe came untied as I was walking along, I had to st..... down and tie it.
2. Put on your th..... if you intend to do any sewing.
3. This floor has been sw..... three times this morning.
4. This lawn mower needs to be sh..... before I cut the grass.
5. This suit fits very well except that the sk..... is a little long.
6. Please take this boxful of worthless tr..... out to the dump.
7. We can have strawberry sh..... for dinner if you will hull these strawberries.
8. This dress is long enough now, but I am afraid to wash it for fear it will shr.....
9. Everyone will tell you that Texas is a very large st.....
10. Since this bumpy pavement has been black-topped, it is very sm.....
11. This sc..... shows me that I am gaining weight.
12. Be sure to scr..... the mud from your shoes before you come into the house.
13. Who was it that called you on the ph.....?
14. I like baseball and football and all other outdoor sp.....
15. John was str..... by a car as he was crossing the street.
16. The seeds I planted in my garden have already begun to spr.....
17. He jumped into the pool with a big spl.....
18. This dirty porch needs a good scr.....

Here is a story that Grandfather told on Fourth-of-July afternoon. Read the story carefully.

Water for the Boiler

That reminds me of a story that is told of an engine on a railroad in New York State.

This engine made a day's run from Gray's Mills to the neighboring town of Sawyer and back. It was the custom for the fireman to fill the boiler when the train reached Sawyer so there would be plenty of steam for the return trip.

One day the engine pulled into Sawyer very much behind time.

"We must get water for the return run, Jim," the engineer said to the fireman, "and we haven't any time to lose."

"I'll see that we have plenty of water," replied the fireman.

A cinder path ran along beside the train. On the other side of the path were the creamery, the station, and the doorway of the blacksmith shop.

A man on the cinder path called to the fireman.

"Hi, Jim! You're a little late on this run."

"Yes, we're a bit behind time, but we will soon make it up when we start back to Gray's Mills. We have to have water, though, if we are going to use extra steam," Jim replied.

He picked up one of the two hoses on the ground at the edge of the cinder path, climbed up onto the tender, put the end of the hose into the water tank, and turned on the water. Then he began to visit again with the man on the path below him.

"Guess I'll get this tank filled by the time the creamery gets its load of butter and cream on the train," he said. "I'm glad we don't have to carry water from the well any more. This hose does the work much faster."

Jim finished his work just as the last keg of butter was lifted into the train. In a few minutes engineer and fireman were again at their places, and the train was on its way.

Sawyer was lost to sight, and the homestretch was ahead. Now was the time to make up the minutes lost and to reach Gray's Mills on time. But instead of going faster, the engine seemed to work harder and harder and to go slower and slower. The fireman and the other trainmen wondered what was the matter, but they could not discover where the trouble was.

The train drew into Gray's Mills very

(Go on to page 29.)

late, indeed. When it stopped, the men found the boiler coated with a queer white paste.

"Jim! What did you put into this boiler?" the train crew asked the fireman. "It looks like cottage cheese, but how could it be?"

"Jim," said the engineer, "what hose did you use at Sawyer to fill the water tank?"

Jim looked thoughtful and then exclaimed, "There were two hoses lying near together. I didn't look to see

which one I picked up. Guess I must have picked up the one the creamery uses for skimmed milk."

"You've been driving a milk-fed engine!" shouted one of the men.

"Whew!" said another. "An engine that runs on milk!"

"Jim," said the engineer, "I always knew you were a good fireman, but the fancy food you fed this engine is going to make the men in the shops downright cross. Wait until they see the cottage cheese in the boiler!"

Here are some questions which cannot be answered just by reading the story. You should be able to figure out the answers for yourselves. Answer each question by writing a sentence.

1. Why does the boiler of an engine have to be constantly refilled?
2. From what is cottage cheese made?
3. Why did the skimmed milk in the boiler turn to cottage cheese?
4. Why would the men in the railroad shops be downright cross at the fireman?
5. What products were shipped daily from Sawyer by train?

Parade (pages 88-95)

Learn to recognize the first syllable in words. The first syllable plus the sense of the sentence will often suggest what a new word may be.

In the sentences below, let the first syllable at the beginning of each blank space plus the sense of the sentence suggest the missing word. Finish the word in each blank space. The first one is done for you.

1. Please ex cuse me for bumping into you.
2. John is not here. I wonder why is he ab .
3. Our army will de our country in time of war.
4. If you promise to be home by nine o'clock, I will con to your going to the show with Tom.
5. An ant or some other in bit me on the hand.
6. How long do you in to stay at the lake?
7. Are the two jackets the same size? Let's com them and see.
8. My brother is going to en in the army.
9. I hope that you will write to me while I am away and in me about things that are going on at home.
10. I overslept this morning with the re that I was late for school.
11. I hope that the weather will not pre our having a picnic.
12. At what time will your train ar in New York City?
13. I like the odor of the per you are wearing.
14. You look as if you needed help. Please let me as you.
15. The Boy Scouts went out to ex the woods near the camp.
16. Mother will en Jack on the list of boys who are going to camp.
17. This big hat will pro your face from the sun.
18. In case you have forgotten, let me re you that you have an appointment with the dentist.

Bargains (pages 96-112)

In each group of sentences below, number the sentences in the order in which things happened in the story.

Group 1

- Jim arrives with exciting news.
- Tom's mother calls to him without success.
- Tom primes the pump and fills the pails.
- Tom tries to trade his whistle without success.
- The two boys vault the fence, looking for Charlie.
- Tom plans a way to get out of work.
- Tom counts the treasures in his pocket and hatches up a scheme.
- Jim helps out for a minute or two.
- Tom and Jim discover Charlie about to mount the bicycle.

Group 2

- The two boys strike a bargain.
- The other boys and girls grow tired of following Charlie.
- Charlie's little brother threatens to tell on Charlie.
- Tom lures Charlie to the edge of town.
- Tom displays his compass.
- Charlie vents his temper on Tom.
- Jim follows Charlie to Mr. Gray's barn and then disappears.
- Tom threatens to leave Charlie to get home by himself.
- Tom has half a dozen rides.
- Charlie loses his bicycle.
- Tom lives to regret his trade.

The History of the Bicycle

The first bicycles were called "hobby horses." They were made of wood, with two wheels almost the same size connected by a straight piece of wood that held the seat, or saddle. There were no pedals. The rider, seated in the saddle, propelled the bicycle by walking. This method of riding was almost as tiring as walking.

In 1866 a bicycle called the "bone shaker" was introduced to America by a Frenchman. It was not much of an improvement over the "hobby horse." But the "bone shaker" did have a pedal to turn the wheels, and each wheel had an iron rim. The name "bone shaker"

came from the fact that the bicycle shook the rider going along wooden sidewalks or over cobblestone streets.

The "big-front-wheeler" began to be used in the United States about 1876. The front wheel was about fifty or sixty inches high, the back wheel about eighteen inches. The saddle was perched atop the front wheel, and the pedals were attached to the front axle. The wheels had solid rubber tires and steel wire spokes. The framework was of iron.

About 1888 the "safety" bicycle was introduced. It was very similar to our modern bicycles, which still carry the name "safety" bicycles.

In each paragraph draw a line under the topic sentence. Now make a simple outline, using the title of the above selection as your main head, the four types of bicycles told about as your subheads.

- I.
- A.
- B.
- C.
- D.

Use your outline when you give a talk to your group on "The History of the Bicycle."

Bargains (pages 96-112)

In the sentences below, let the first syllable at the beginning of each blank space plus the sense of the sentence suggest the missing word. Finish the word in each blank space.

1. Will you please un..... the door for me?
2. I can see the im..... of someone's bare feet in the wet sand.
3. Mother will not per..... me to ride on the handlebars of your bike.
4. Put the pur..... flowers in this white vase.
5. Please pick up your clothes and do not be so un.....
6. Mr. Gray is a newspaper re.....
7. The army was defeated and had to sur.....
8. I am moving and will have to have a trans..... to another school.
9. Help me dig up these pansies and trans..... them to another place.
10. The police sus..... that he is the one who stole the money.
11. I would like to sub..... to this magazine for a year.
12. Since there is something wrong with this bicycle, I will take it back and re..... it with a good one.
13. Please un..... enough string so that I can tie up this bundle.
14. In June I will be pro..... to the sixth grade.
15. The flight has been canceled because something unexpected happened to the pro..... on the plane.
16. The weatherman pre..... a rainy day today.
17. I can pick up these nails with my electric mag.....
18. Remember your man..... and be sure to say, "Thank you!"
19. I hope that you will act like a lady and not mis.....
20. This rubber cap will pro..... your hair from the rain.

Bargains (pages 96-112)

On the line after each word, write the word and add the ending, or suffix, indicated at the top of the row.

ed	ing	est
satisfy	judge	merry
grin	worry	sad
amaze	wed	safe
er	es	en
blot	sky	hid
hungry	shelf	give
trade	knife	wove
al	ous	y
arrive	fame	juice
deny	glory	mud
	ion	
	confuse	
	relate	

Add an ending, or suffix, beginning with a consonant to each of the following words.

ful	ly	less
beauty	steady	use
cup	brave	sun
ness	ment	ty
ready	amuse	safe
late	merry	loyal

"Horse Sense" (pages 113-122)

Number the sentences in each group in the order in which things happened.

- Jim discovers smoke coming from the haymow.
 - Jim feeds the nervous horses, looking around to discover what is wrong.
 - Jim continues on to Mr. Gray's barn.
 - Jim stands in the barn door and senses danger.
 - Jim pumps water for Mrs. Gray.
 - Mrs. Gray tells Jim about the groom.

 - Jim starts for the Town Hall.
 - Jim leads Silver King from the barn.
 - Jim recalls all that Mr. Gray has told him about barn fires.
 - Silas Johnson takes over, telling Jim what to do.
 - Jim turns Silver King over to his cousin, Sam White.
 - Jim meets Mrs. Gray at the barn door.
-

If you were caught in a barn fire, would you have as much "horse sense" as Jim? Skim the story to find out what you should do and what you should not do at such a time. Write five things under each title below.

Things to Do

Things Not to Do

READ EACH PARAGRAPH CAREFULLY.

When Teamsters Used the Railroads

When the first railroad tracks were laid in America, horse-drawn wagons as well as trains traveled the tracks. Of course, the rails had to be left clear for the passing of the puffing, wood-burning "iron horse" with its train of three or four cars that looked like stagecoaches. No one could use the tracks at the time of day when this smoking monster traveled along the rails at the great speed of twenty miles an hour. After the steam engine with its train of cars passed by, the teamsters were free to use the rails. Horse-drawn wagons could travel much faster over the rails than they could over the rough dirt roads.

Perhaps you are wondering what happened when a wagon coming along the tracks from one direction met a wagon coming from the opposite direction. Since the single track did not allow for passing, turnouts were built. These turnouts were sidetracks joined to the main track and placed every few miles along the track. A teamster could drive

his wagon onto a turnout and let the other wagon pass on the main track. If the drivers of two wagons met at some point between turnouts, then one wagon had to back up to a turnout to let the other wagon pass.

But what if drivers who met between turnouts were stubborn and neither one would back up? To put a stop to all arguments, posts were erected midway between turnouts. The wagon that passed the post first had covered more than half the distance. So it had the right to continue on the main track. Any wagon that it met after passing the post was the wagon that had to back up. A wagon driver, catching sight of an on-coming team as he neared the post, drove his horses hard to reach the post first and save himself miles of backing. If both wagons reached the post at the same time, the drivers settled the question by using their fists. The man who lost the fight had to back his wagon to the turnout.

(Go on to page 37.)

"Horse Sense" (pages 113-122)

When you want to find the topic sentence in a paragraph, think over these things to yourself: What is the purpose of this paragraph? What is the main idea, the most important thing, told about? Which sentence expresses this main idea? That sentence will be the topic sentence. **THE TOPIC SENTENCE IS NOT ALWAYS THE FIRST SENTENCE IN THE PARAGRAPH.**

The purpose of the first paragraph in the selection on page 36 is to tell you that as well as ran on railroad tracks. Fill the blanks in the above sentence. Then draw a line under the topic sentence in the paragraph on page 36.

The purpose of paragraph 2 is to tell about the Fill the blank. Then underline the topic sentence in paragraph 2, page 36.

The purpose of paragraph 3 is to tell about the Fill the blank. Then underline the topic sentence in paragraph 3.

You cannot find the answers to the following questions just by reading the selection on page 36. But if you think about what you read in that selection, you can figure out the answers for yourself. Write a sentence to answer each question.

1. Why didn't the men who built the first railroads lay double tracks instead of single tracks?
.....
2. Why would it be much more dangerous for a horse-drawn farm wagon to drive along railroad tracks today than it was in 1879?
.....
3. Why is it less necessary for wagons to use the railroad tracks today than it was in 1879?
.....
4. Why were the first railroad coaches built to resemble stagecoaches?
.....

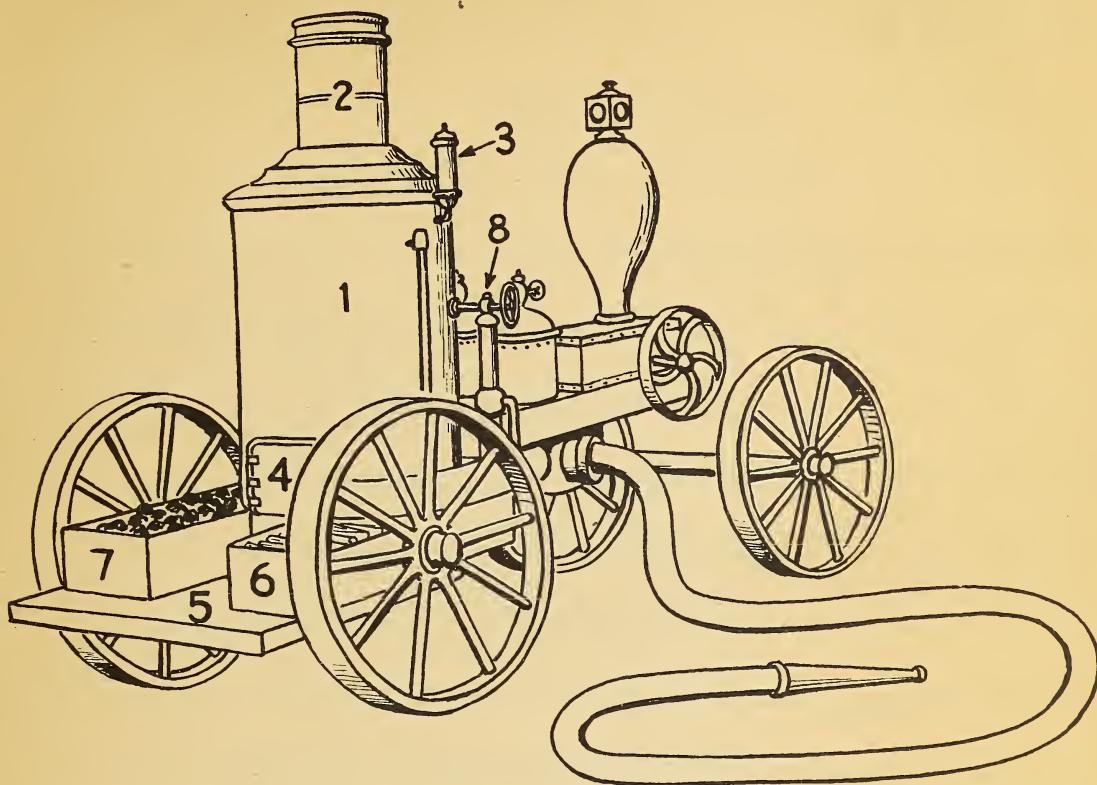
"Horse Sense" (pages 113-122)

Read the first sentence and notice the underlined word. Complete the second sentence by rewriting the underlined word in the blank, adding the suffix, or ending, needed to give the word sense in the sentence. The first one is done for you.

1. Please sprinkle the lawn. The grass will die if it is not sprinkled.
2. This is a grocery store. I will buy my _____ here.
3. I was angry with the boys for running through my back yard. I was _____ than ever when I saw how they had trampled down my garden.
4. I learned to swim as a child. Now I am a good _____.
5. Nothing that I do seems to satisfy you. I wish that I knew some way of _____ you.
6. All the boys were hungry. They were the _____ group of Boy Scouts I had ever seen.
7. I have not received a reply to my letter. I should think that Joe could have _____ by this time.
8. Mother could not knit today. She mislaid her _____ needles.
9. John's dog always looks sad when his master goes away. He is really the _____-looking pup in the world.
10. Bob hated to admit that he broke the window. He felt better after he went to Mr. Gray and _____ it.
11. The juice from the orange squirted all over my face. That was certainly a _____ orange.
12. The man was about to dive into the sea. He was a deep-sea _____.
13. Jane got a spoon to stir the candy. She _____ until the candy grew thick.
14. I am never out very late at night. The _____ I was ever out was ten o'clock.

Young America (pages 123-131)

Here is a diagram of *Young America*. You should know the name of each numbered part. Complete the legend for the diagram by writing after each number the name of that numbered part.



1.

5.

2.

6.

3.

7.

4.

8.

Young America (pages 123-131)

sighed	exclaimed	demanded	argued	chuckled
inquired	complained	begged	repeated	admitted
agreed	teased	scoffed	insisted	announced

Learn to use other words besides *said* to make sentences more interesting. In each sentence below, cross out the word *said*. Above it write a word from the list at the top of this page. Choose a word which will express the feeling of the sentence. Check off each word as you use it. Try to use every word.

1. "I never was so tired before," said Father.
2. "The meeting will now come to order," said the president.
3. "Is this the road to Springfield?" said the man.
4. "Everyone else can go. You never let me go to the show," said Jane.
5. "I do, too! I do, too!" said Jack again and again.
6. "You are right," said the carpenter, "and I will do as you say."
7. "This story in the paper is most amusing," said Grandfather.
8. "What a surprise! I never expected to see you here!" said Mary.
9. "You're no good. You can't even catch a ball," said Bill.
10. "Please let me stay all night with Sally! Please!" said Alice.
11. "I don't agree. Now you listen to my side of the question," said Joe.
12. "See my candy! Don't you wish you had some?" said Jim.
13. "Give me back my bike, and do it right away!" said Dick.
14. "I will give it back when I feel like it," said his brother.
15. "I can do it all by myself. I can, too!" said Carl.

Young America (pages 123-131)

Fill the blank in each sentence with one of the following words.

angles	embarrassment	parallel	released
apparently	indignation	peered	satisfaction
conscious	level	prosper	triumphantly
coupling	mechanic	realized	valve

1. I became so interested in my book that I was not of how fast the time was going.
2. Suddenly I that I must hurry or I would be late for school.
3. The hot-water heater had a which popped open to let out the steam.
4. The railroad ran along the bank, with the river.
5. After winning the game, the team cheered
6. After the coming of the railroad, the town began to
7. I had a hard time the chains together.
8. My red face showed my when I spilled the milk.
9. Mr. Gray was filled with when he saw how the boys had trampled down his garden.
10. There was a note on my desk, meant for me.
11. Highway 40 and Highway 60 cross at right
12. The land was so that we could see for miles and miles.
13. Jake is the best auto in this town.
14. I went to the window and out into the darkness.
15. That man was just from prison.
16. I finished my work with a deep feeling of

Young America (pages 123-131)

Key to Pronunciation

ā as in nāme â as in dāre ă as in măn ä as in färm å as in åsk

Say each word below to yourself. Listen for the sound of the vowel *a*. Let the Key to Pronunciation help you. List each word after the correct sound of *a* below. The first one is done for you.

brass	charm	grape	valve	flare
space	dance	care	napkin	marble
branch	ramble	exclaim	carpenter	despair

ā _____

â _____

ă _____

ä _____

å _____

å brass _____

Key to Pronunciation

ē as in mē ē as in hēre ě as in rěturn ě as in gět ē as in ověr

Say each word below to yourself. Listen for the sound of the vowel *e*. Let the Key to Pronunciation help you. List each word after the correct sound of *e* below.

cinders	depot	incredibly	peer	depart
equally	volunteer	result	seldom	soberly

ē _____

ē _____

ē _____

ě _____

ē _____

Great Plans (pages 132-139)

Read from the beginning of the story on page 132 down to the last paragraph on page 134. Read to find five good reasons for having a water system in Hastings. Write each reason under the right heading below. Find two reasons for not having a water system. Write these two reasons under the right heading.

Reasons For

Reasons Against

Begin reading with the last paragraph, page 134. Read through line 1, page 136. Then see whether you can answer each of the following questions. If you cannot, reread this section of the story to find the answers. Figure out the answer to the last question for yourself.

1. Why was doing something about a water system such a big undertaking?
2. Where was the money to come from?
3. What were the men who lent the money to get in exchange?
4. What is a bond?
5. What were these men to get each year for every dollar they lent?
6. What was this six cents called?
7. How much interest would a man get who lent \$100?

Great Plans (pages 132-139)

Beginning with paragraph 1 on page 136, read through line 3 on page 138. Can you answer the following questions? If not, reread the pages to find the answers. Figure out the answers to the last two questions for yourself.

1. Before lending their money, what two things did the men want to be sure about?
 2. Who was to pay water fees, and why?
 3. What was the money from water fees to be used for?
 4. What did every man who owned property in Hastings have to do each year?
 5. What was the tax money used for?
 6. What must the taxpayers be willing to do if they wanted a water system?
 7. Where would the extra money be put?
 8. What would be done with the money at the end of ten years? At the end of twenty years?
 9. When the bonds were paid, to whom do you think the water system belonged?
 10. If a man paid \$10 property tax, how much would he pay after the water system was put in?
-

Read page 138. Can you answer these questions? If not, reread the page to find the answers. Figure out the answer to the last question for yourself.

1. What was to be done to find out how many people wanted the water system?
2. What two questions were voted upon?
3. What did every man who voted "yes" know that he was doing?
4. How did the election turn out?
5. How would you have voted, and why?

Great Plans (pages 132-139)

When you hear that a person has acted in a certain way, you often say, "Oh, that must have been John," or, "That was Alice." You feel sure that you are right because you know how your friends act.

Choose from the following names the person who would be likely to say each of these things if he were alive today. Write the right name under the right paragraph.

Mayor Hastings Mr. Cutter Norah Mr. Lane Mr. Lake

1. "This idea of a new school building is silly. It is just a waste of the people's money. I went to school in this building and so did my father, and it is good enough for my children."

2. "Our family has always been behind anything that is for the good of this city. Of course, we must buy property on the west side of town for a playground. Factories are moving into that section, and traffic is very heavy. Children must have some place to play besides the streets."

3. "Voting for the new school will send my taxes soaring, but it will be worth it. A new school close by will raise the value of my property. My children will get a better education. I'm for it."

4. "Too many children have been hurt on this corner. There is no use waiting until children are killed before stop lights are put in. This town must stop talking and do something about the matter at once."

5. "Every time I turn around, there are dishes to wash. The boy and the girl who are supposed to do the job have always vanished. When my new dishwasher is installed, it will be better than any boy or girl on earth."

Great Plans (pages 132-139)

On many words these prefixes have the following meanings:

re means *again*

im means *not*

dis means *not*

un means *not*

in means *not*

fore means *before*

mis means *wrongly*

On the line after each word write the word, adding a prefix.

write	noon
able	expensive
lead	possible
tell	believe

Complete each sentence by writing in the right word. The first is done for you.

1. I had only a few words to write in my letter when I spilled the ink.
Of course, I had to rewrite the entire letter.
2. It will be very hot by the time comes around. We had better plan to go downtown in the
3. "I thought I knew how to you back to camp," said Jack, "but we are on the wrong road. I did not mean to you."
4. Father was hoping that he would be to go to the lake with us.
When the time came, he was to go.
5. This coat is pretty, but too for me. I must look for an one.
6. It is that my brother will save money enough to buy a secondhand car. To buy a new car would be
7. The weatherman on the radio can what the weather will be. I can't by looking at the sky whether it will rain or not.
8. I hate to you. But you will have to prove what you say before I can that anything like that could happen.

READ EACH PARAGRAPH CAREFULLY. THEN FOLLOW THE DIRECTIONS ON PAGES 48 AND 49.

The Beginnings of the Railway Express

The Railway Express, the system by which packages are carried safely and quickly by rail to distant places and then delivered by truck to people's homes, began in a very simple way. In the early days of the railroads, a person who wanted to send a package to a friend in some other town along the railroad right of way would give the package to the conductor on the train. The conductor would leave the package with the stationmaster at the right town, and the one to whom the package belonged would call at the station for it. Such carrying service was often without charge, especially if the sender was a friend of the conductor.

In 1839 a conductor on one of the Eastern railroads got into trouble with the railroad company. His name was William Harnden. Like other conductors, he had been carrying packages, letters, and messages for people. But, unlike many other conductors, he had been charging a fee for his services. When the railroad company discovered what he was doing, it did not approve of his extra business. He was told that he must give up his package service or

his work as conductor. He decided to give up his job.

Now Harnden was left with nothing to do to support his family. He decided to go into business for himself. He believed that people who needed to send packages, money, or important papers from one place to another would be glad to pay to have a trusty messenger deliver such things safely and quickly. So Harnden announced in the Boston newspapers that he would run a railway car between Boston and New York four times a week. He would go with the car himself, and he would be responsible for picking up and delivering important papers. In other words, he would establish a package service between New York and Boston.

Starting a business is one thing; making a success of it is another thing. No sooner had Harnden started his business than he ran into difficulties. People had grown accustomed to having their packages carried for nothing, and they disliked having to pay for service. Harnden soon found that he had no need for a railway car. He could board the ship which sailed between Boston and New

(Go on to page 48.)

York, or ride the train, and carry everything he had to deliver in a large traveling bag. To be sure, William Harnden proved so reliable that his business grew to the place where he had to use a trunk instead of a traveling bag. Still, he found it difficult to make his business pay.

When steamboats began to make regular trips across the ocean, Harnden's business became more prosperous. Harnden hired messengers to carry packages and important papers from people in this country to people in Europe. On the return trips these messengers performed the same services for people in Europe. Harnden was careful that newspapers from the incoming ships were delivered as quickly as possible. He often made

no charge for delivering such newspapers. In those days news was often weeks old before the newspapers which carried the news reached the people. Harnden's quick delivery pleased not only the newspapers but the people who received the papers, as well. In return for this fast and often free delivery, the newspapers printed notices praising Harnden's express service. Such praise helped his business to grow.

Today the carrying of packages is not done by express companies alone. The parcel post department of the post office and the airplane mail service, together with the express companies, carry millions of packages on trains and planes to distant parts of our country and overseas.

Fill each blank by writing in the right word. Then follow directions.

1. The purpose of paragraph 1, page 47, is to tell how the
..... system The sentence which makes clear that this is the purpose of the paragraph is sentence Draw a line under the topic sentence.

2. The purpose of paragraph 2 is to tell about the between the and the The sentence which makes clear that this is the purpose is sentence Underline the topic sentence.

(Go on to page 49.)

White Mail (pages 140-146)

3. The purpose of paragraph 3 is to tell what planned to do. The sentence which makes clear that this is the purpose of the paragraph is sentence Underline the topic sentence.

4. The purpose of paragraph 4 is to tell about the in Harnden's business. The sentence which makes clear the purpose of the paragraph is sentence Underline the topic sentence.

5. The purpose of paragraph 5 is to tell why Harnden's business became more The sentence which makes clear this purpose is sentence Draw a line under the topic sentence.

6. Write in your own words a sentence to tell what the purpose of the last paragraph is. Then underline the topic sentence in the paragraph.

Use the title of the article on pages 47 and 48 for the main head in your outline. Think of a word or a phrase of not more than three or four words which expresses the main idea in each paragraph. Use these words or phrases as subheads. Make your own outline.

- I.
- A.
- B.
- C.
- D.
- E.
- F.

Read each paragraph carefully. Then follow the directions given at the end of the selection.

Mark Twain

When Samuel Clemens was a boy, he lived in the small town of Hannibal, Missouri (mi zŏr'i), on the banks of the great Mississippi River. Those were the days when the river was crowded with steamboats and river boats of all kinds, carrying passengers and farm products up and down the great river. As the boys of the town played along the riverbanks, they could hear the bells and the whistles on these boats. The boys could also hear the members of the different crews calling back and forth to one another.

Often, as a boat came round the bend in the river, the boys could see one member of the crew called the leadsman (lēdz'man) standing high up in the bow (bou), or fore part of the boat. This leadsman in the prow (prou) would have a long rope which he would swing in great twirls around his head. Then he would heave the rope far out into the water in front of the boat. On the end of the line was a weight which carried the line down to the bottom of the river. The line was measured off into fathoms in somewhat the same way that a ruler is measured off into inches. Each fathom was six feet. When the boat moved

forward to the point where the lead line was upright in the water, the leadsman would note, by looking at the marks on the lead line, how deep the water under the boat was. The boys would often hear the leadsman call, "By the mark—twain!" *Twain* is an old-fashioned word meaning *two*. So "By the mark—twain!" meant that there were two fathoms, or twelve feet, of water under the boat and that it was safe to go ahead. The boat would not be caught on a sand bar or stuck in the mud of the river bottom.

When Samuel Clemens grew to be a man, he was for a while a river pilot on the Mississippi. Then he became a printer and a newspaper reporter. Then he began to write and publish books. It was at this time that he recalled the cry of the leadsman on the Mississippi, "By the mark—twain!" So he decided to use the "pen" name Mark Twain instead of his own name when writing books.

Mark Twain wrote many books for older people, which readers in this country and many other countries have enjoyed very much. But the best books he wrote, so many people think, were

(Go on to page 51.)

Frogtown (pages 147-152)

two books for boys and girls, in which he told of the good times he and other boys from Hannibal, Missouri, had in the old steamboat days along the Mississippi. The names of these books are *The Adventures of Tom Sawyer* and *The Adven-*

tures of Huckleberry Finn. These books were first published about seventy-five years ago, but they are still being republished today. Why? Because most boys and girls think that they are the best books they have ever read.

There were some special words or terms used in the above selection. Show that you understand these terms. Answer each question below by writing a sentence.

1. By what two names is the fore part of a boat called?

2. How deep is a fathom of water?

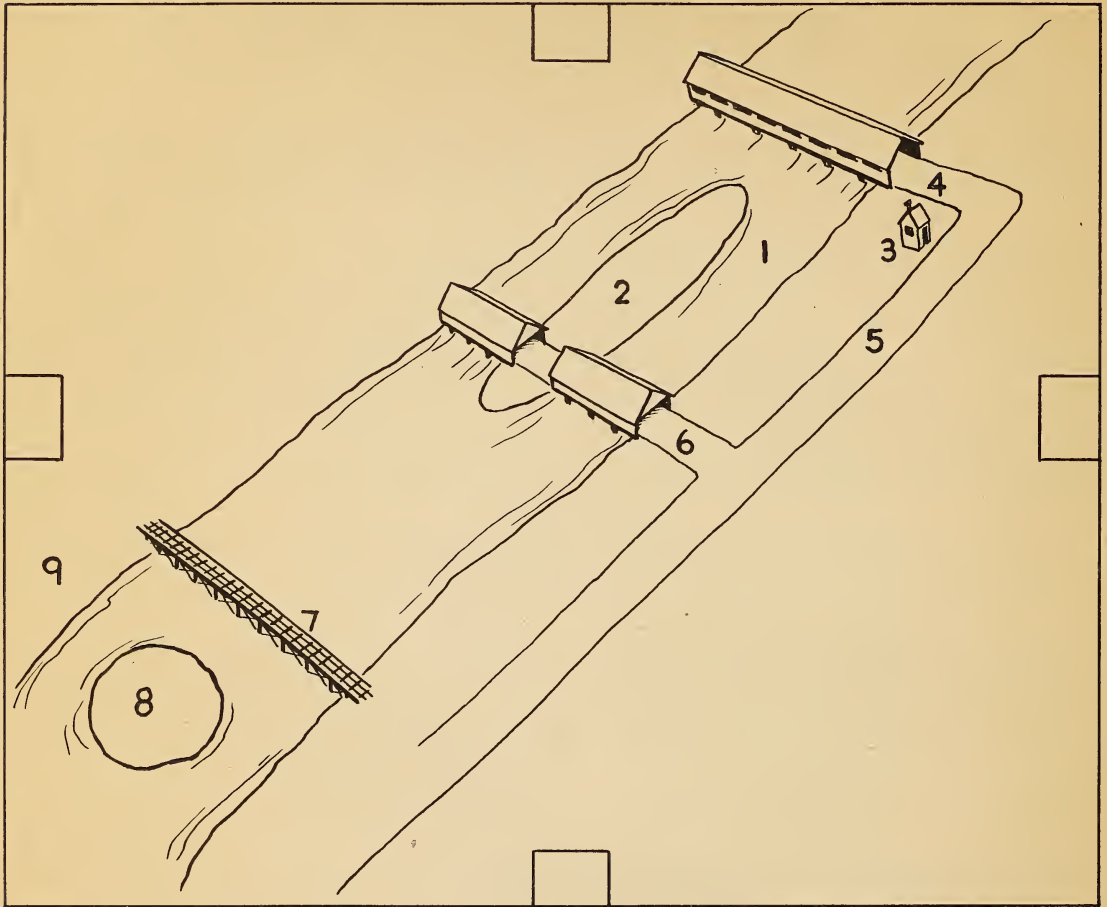
3. What does the word *twain* mean?

4. What is the duty of a leadsman on a boat?

5. What is meant by a "pen" name?

Frogtown (pages 147-152)

Here is a map showing the route the boys took to Frogtown. Add the letters N, S, E, W to the map to show directions. Then with a colored crayon trace the route the boys followed from Old Joe's shanty to Frogtown. Then complete the map legend by writing after each number the name of that numbered place on the map.



1.

2.

3.

4.

5.

6.

7.

8.

9.

Frogtown (pages 147-152)

On many words these suffixes have the following meanings:

<i>teen</i> means <i>plus ten</i>	<i>y</i> means <i>full of</i>	<i>en</i> means <i>to make</i>
<i>less</i> means <i>without</i>	<i>ness</i> means <i>being</i>	<i>ful</i> means <i>full of</i>
<i>ly</i> means <i>like or in a certain way</i> <i>tion, sion, or ion</i> means <i>being</i>		

On the line after each word write the word and add a suffix.

seven	selfish
equal	straight
path	regret
ice	donate

Complete each sentence by writing in the right word from the list above.

1. I will spend an amount of time at the farm and at the seashore this summer. Each place will be delightful.
2. When I last saw you, you were years old. Ten years have gone by, and now you are
3. John is so that he will not share anything he has with anyone else. His makes him very unpopular.
4. I wish that someone would keep the books on this shelf and in order. I have to them every morning.
5. I certainly that I did not see John while he was in town. That is one thing about which I am very
6. I wandered around looking for a that would lead me out of the woods, but I could not find one. I was lost in a wilderness.
7. All the walks are covered with Be careful not to slip on the pavement.
8. Our class will money to the Red Cross. Don't forget to bring your

Frogtown (pages 152-164)

Can you answer each question below? If not, reread the indicated pages to find the answers.

Pages 153-154 What were three good reasons for locating the new gas works in Frogtown?

Pages 155-156 Why were gaslights so dangerous when they were first used? Why had people grown accustomed to blowing out lights?

Page 157 How were streets lighted in 1879? How were the lights cared for? How are they lighted and cared for today?

Add the subheads and complete the outline. Remember to begin each subhead with a capital letter.

Making "Homemade" Gas

I. Materials and tools needed

- A.
- B.
- C.
- D.
- E.

II. Steps in making the gas

- A.
- B.
- C.
- D.

Frogtown (pages 152-164)

On many words these suffixes have the following meanings:

ish means *like*

hood means *being*

ment means *being*

or means *one who* or *that which*

eer means *one who is concerned with*

able means *capable of being*

ward means *in the direction of*

ous means *full of*

On the line after each word write the word and add a suffix.

home child boy
fury rely act
improve auction

Complete each sentence by writing in the right word.

1. You are too old to act like a Why did you do such a thing?
2. I could on John to do anything I asked of him and to do it in the right way. He was the most boy in the neighborhood.
3. The wind blew, and the waves dashed over the deck in wild I had never been at sea in such a storm.
4. Jack had been ill for a long time, but at last he began to
Every day we could see a little
5. All the house furnishings were being sold at I could hear the calling for bids when I came into the drive.
6. All his life my big brother has wanted to on a stage. Now at last he has become an
7. I had not been back to the mountains since I was a It seemed strange to think that I had spent my among these hills.
8. As we stood on the hilltop, I suddenly remembered that I must be in an hour. I called good-by and started on my path.

Frogtown (pages 152-164)

Above each group of sentences is a word which might be found in a glossary. The word has several meanings. One meaning fits into each sentence below. On the line at the end of the sentence, write the number of the meaning that fits.

line (līn). 1. A cord, wire, or string. 2. A mark drawn by a pen or pencil. 3. A boundary between places. 4. A railroad or steamship company, as the White Star Line. 5. A row of similar things, as a row of cars. 6. One's business or occupation.

1. We crossed the line into Canada.
.....
2. What's your line? Radio repairs?
.....
3. Our telephone line was broken during the storm.
4. My father is an engineer on the New York Central line.
5. Draw a line down the center of this page. Write your words in two rows.
.....
6. I saw a long line of people.

nag (năg). 1. To annoy or pester. 2. To urge. 3. A horse.

1. A milk wagon, pulled by an old brown nag, came down the road.
2. He kept nagging me on until I joined his club.
3. He nagged me so long that I became very angry.

pass (pàs). 1. A gap or narrow opening between mountains. 2. A permit allowing free admission or transportation. 3. To go through a test successfully. 4. To move by. 5. To elapse, as time. 6. To occur or happen.

1. Did you pass the arithmetic test?
.....
2. I was lucky enough to get a pass to the circus.
3. The pass was so narrow that our car could scarcely get through.
4. I saw you pass the house this morning.
5. It came to pass that, before the year was over, the king died.
6. Years passed before I saw my friend again.

spy (spī). 1. To watch secretly. 2. To detect by looking carefully. 3. In time of war, one who gets secret information from the enemy.

1. I can spy a car coming over the top of that distant hill.
2. The spy was caught.
3. Dick was spying on us through the window of the clubhouse.

Frogtown (pages 152-164)

Read the first sentence and notice the underlined word. Complete the second sentence by removing the ending, or suffix, from the underlined word and writing the base word in the blank space. The first one is done for you.

1. Lift the baby gently and put her to bed. You will not awaken her if you are
gentle
2. I saw a reddish light in the sky. I knew that glow meant fire.
3. There has been a continual downpour all during the morning. I believe the rain
will all day.
4. I have never seen such laziness in any boy. What makes Tom so?
5. No wonder you are nervous. You will feel better after the dentist has treated
the in your tooth.
6. I am disappointed in your management of this office. I thought that you could
..... things better.
7. Mother looks beautiful. She has just come from the shop.
8. Your donation was gratefully received. I just hope that other people will
..... as generously.
9. We have a storage place for wood in the basement. We wood
there for use in the fireplace.
10. Why are you so quarrelsome? You get into one after another.
11. What is that crackly sound that I hear? There is nothing around here that
should
12. The scar on your face is scarcely noticeable. Anyone who did not know about
the accident would not it.
13. That was a sensible thing to do. It showed good
14. The mountains were hidden from view by the fog. Before long, the fog lifted
and no longer the distant landscape.

Information, Please (pages 165-172)

You have read the chapter once. Can you answer each of the following questions? If not, reread the indicated pages.

Pages 165-168

1. What can gas do by itself which water cannot do?
2. What is the best site for a standpipe? For a gas holder?
3. When the outlet is open and water rushes down from a standpipe, what does the force of the water from the standpipe do to the water in the mains and water pipes all over town? What does it do to the water in the fire hoses?
4. Why couldn't one man, all by himself, start a gas plant in Hastings?
5. If Hastings wanted gas-lighted streets, what was the first thing that had to be done?
6. What did a man have to do before he could join the gas company?
7. What did the company have to have before it would be recognized as a real company?
8. What is a charter? From where did the gas company charter come? Why was a charter necessary?
9. What things did the charter give the gas company the right to do? How did the charter protect the company for the first ten years?
10. Skim page 157. What did the company have to pay before it could begin to operate in Hastings?

(Go on to page 59.)

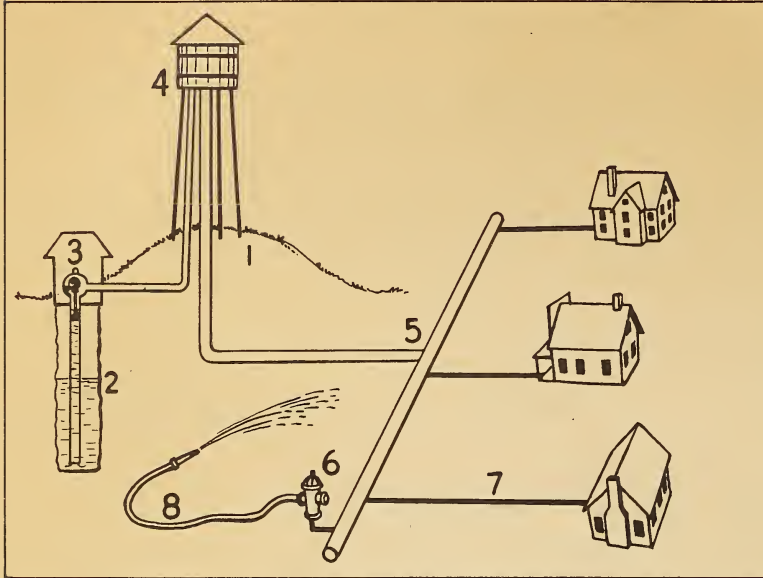
Information, Please (pages 165-172)

Pages 168-171

1. How much did one share in the gas company cost? How could a man prove that he owned a share? How much did ten shares cost?
2. By what two names was a man who owned a share in the gas company called?
3. Does every company sell its shares for \$25 a share?
4. What was the first thing the gas company would do at the end of the year? What was the next thing? What was the money put by for paying unexpected expenses called? What was done with the rest of the money?
5. If a man who owned one share of stock received \$2, how much would a man who owned ten shares get? One hundred shares?
6. If there were no money left over after debts had been paid and enough money put into the sinking fund, what happened?
7. Skim pages 168 and 169. How much did a family in Hastings have to pay for gas each month? What is the purpose of having a gas meter in the house of every family who uses gas? Where do you think the money which is divided among the shareholders of a gas company at the close of each year comes from?

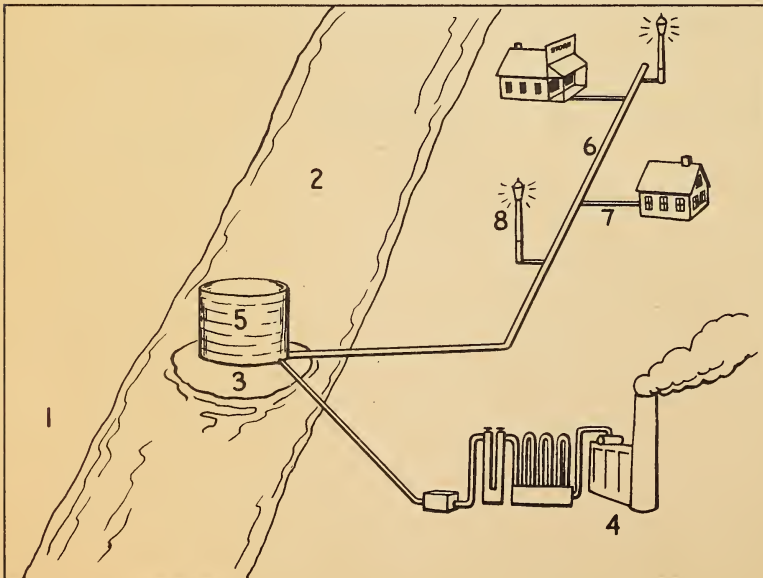
Information, Please (pages 165-172)

In the legend at the right are the names of the numbered parts in the diagram. In front of each name write the number which goes with that name.



- knoll
- well
- pump
- standpipe
- water mains
- water hydrant
- water pipes
- fire hose

In front of each name in the legend write the number from the diagram which goes with that name.



- Frogtown
- Big Turtle River
- Round Island
- coke ovens
- gas holder
- gas mains
- gas pipes
- street light

Information, Please (pages 165-172)

Read each paragraph. Make your own definition for the underlined word.

1. I had not been back to my home town for five years. I thought that I would circulate (sûr'ku lât) among the picnic crowd to see how many old friends I could find. As soon as I began to move around, I found many boys whom I used to know.

To circulate means

2. Carl lay under the beach umbrella with his eyes closed and with such a placid (plăs'id) look on his face that I hated to disturb him. He looked so peaceful that I left him there and did not wake him up.

Placid means

3. Jim never forgot to write to his best friends at least once a month. He was what you might call a good correspondent (kor'e spôn'dent).

A correspondent is a

4. These dishes are beautiful but very easily broken. In fact, the cups are so fragile (frăj'il) that it is almost impossible to lift a cup without having the handle come off.

Fragile means

5. When I went to get the silver tray for Mother, I found that it was badly discolored. In fact, after I located the silver polish, it took me a good half hour to polish that tray because it was so badly tarnished (tär'nisht).

Tarnished means

6. When Mr. Wilson asked Tom a question, Tom answered in a very rude way. I can't imagine why he was so impertinent (im pur'ti nent).

Impertinent means

7. Jim was so strong that he could stand a long day of tramping through the woods without showing any signs of being tired. I would be a better Scout if I were as vigorous (vīg'er us) as Jim seems to be.

Vigorous means

Information, Please (pages 165-172)

Key to Pronunciation

ī as in mīne

ĩ as in ĩt

Say each word below to yourself. Listen for the sound of the vowel *i*. Let the Key to Pronunciation help you. List each word under the correct sound of *i* below.

recognize	victor	united	confided	impulse	instant
bitter	combined	guilt	wicked	provided	dials

ī

ĩ

-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

Key to Pronunciation

ō as in gō

ô as in ôr

ǒ as in nǒt

ô as in ôff

Say each word below to yourself. Listen for the sound of the vowel *o*. Let the Key to Pronunciation help you. List each word under the correct sound of *o* below.

roaming	exploded	enormous	moment	property
cost	prosper	soberly	operate	long
retorted	grocery	border	bottle	frost
polish	offer	brought	scoff	accord

ō

ô

ǒ

ô

-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

Banker's Children (pages 173-187)

The story "Banker's Children" could easily be made into a short play. Below are the titles of the scenes you might choose for the play. Number the scenes in the order in which they would occur in the play.

- A Week Later
- Noontime at the Hastings Home
- In the Kitchen
- The Rest of the Morning
- Mary Has Her Picture Taken
- Tom Has His Picture Taken

Below are some words and phrases. Each word or phrase makes you feel a certain way—happy, sad, cross, or surprised. After each word or phrase write the word which tells how that phrase or word makes you feel. The first one is done for you.

- | | |
|---------------------------|----------------|
| 1. a beaming smile | happy
..... |
| 2. glared angrily | ..... |
| 3. absolutely astonished | ..... |
| 4. thrilled with delight | ..... |
| 5. a startled expression | ..... |
| 6. a hopeless sigh | ..... |
| 7. mournfully | ..... |
| 8. exasperated | ..... |
| 9. a mischievous grin | ..... |
| 10. in complete amazement | ..... |
| 11. an amused twinkle | ..... |
| 12. a look of annoyance | ..... |
| 13. disconsolate | ..... |
| 14. irritated | ..... |

Banker's Children (pages 173-187)

INDEX

Alaska.....	25-28	Map making.....	116, 118, 120
Boone, Daniel.....	32, 35	Planets.....	130-132, 139
Buffalo.....	41, 43-45	Rome.....	148
Camels.....	56-58, 62	Television.....	152-154
Chicago.....	72-75	Tin mining.....	162, 164
Japan.....	106-108	Volcanoes.....	171, 182-184

Let the index help you. Below are some questions to which you might want to find answers. In each question draw a line under the word you would look for in the index. On the line after each question write the number of each page on which you would find information. Remember that a dash between two numbers (78-82) means that you will find information on the two pages listed and on each page in between. A comma between two numbers (56, 59) means that you will find information only on the pages listed.

1. Why is Japan called "The Land of the Rising Sun"?
2. In what countries can volcanoes be found?
3. Which planet is the largest?
4. When was television invented?
5. Are there any buffalo herds left in the U. S.?
6. In what country is the city of Rome?
7. Is any tin mined in this country?
8. How are maps made?
9. What is the population of Chicago?
10. When was Daniel Boone born?
11. How cold does it get in Alaska in wintertime?
12. How long can a camel go without food and water?

Banker's Children (pages 173-187)

There is an ending, or suffix, on each of these words. On the line below, write the word to which the suffix has been added. The first one is done for you.

wavy	replied	happiness	raging
wave			
wives	desirable	simplest	preferred
continual	victories	sobbing	explored
replying	foolish	actually	electioneer
elevation	envious	yourselves	frozen
collector	management	merrier	machinist
robber	storage	safety	easiest

There are two suffixes, or endings, on each of these words. On the first line below the word, write the word and omit the last suffix. On the second line write the word and omit both suffixes.

famously	nervousness	helplessly	enviously
marvelously	plentifully	gloriously	helpfulness

The Care of Horses

A horse should be kept in a dry and well-bedded stall, in a clean and well-ventilated stable. The stall should be cleaned each morning, and fresh straw for bedding should be spread on the floor. The horse should be tied with a halter rope long enough to allow the horse to lie down in comfort. In a box stall, one that is enclosed at the end as well as on the sides, the horse need not be tied.

The manger, the box or trough at the front of the stall, is the horse's dining table and should be kept clean. The main part of the manger holds the hay. The shallow feedbox at one end of the manger holds the grain.

A horse should be fed three times a day, and the biggest meal should be at night. Most horses will eat ten to twelve pounds of hay and ten to twelve quarts of grain in a day. Horses need water and should be allowed to drink at least every five hours, especially before eating. Rock salt should be around where a horse can find it, for all horses must have salt.

A well-cared-for horse is always carefully groomed. His coat must be curried and brushed every day to keep it in good condition. Dry mud is first removed with a currycomb. Then the coat is brushed with a stiff brush, be-

ginning with the head and working down toward the tail. After the horse is brushed, a soft cloth is sometimes used to make the coat glossy.

Shoes are as necessary to a horse as they are to you. Without them a horse's hoofs become broken and chipped, and its feet become sore. Shoes help a horse to grip the ground when traveling fast or pulling heavy loads.

Horses must have exercise. Work horses should do a certain amount of work each day and not be allowed to stay in the barn or pasture for long periods of time. Race horses and saddle horses should be exercised regularly if they are to stay healthy.

Training a horse to wear a harness, to obey his master, and to learn the meaning of certain directions is called "breaking in" a horse. Most horses are broken in when they are two or three years old. A good jockey or a good groom knows that a quiet voice, a firm hand on the reins, and constant care to see that a horse is not frightened are three things he must always remember. A horse's master is always careful to approach a horse on the left side, sometimes called the near side. He is careful to talk to the horse as he approaches so that the horse shall not be startled. Horses become used to people who care

(Go on to page 67.)

Black Magic (pages 188-198)

for them, but strangers excite and disturb them.

Just as certain accessories (ak sēs'oriz) make riding in a car more comfortable, so certain accessories make life more comfortable for a horse. In cold weather, or when hot and sweaty after a long run, a horse should be supplied

with a warm blanket. In summer fly nets help farm horses overcome the annoyance of too many flies. Old straw hats with holes cut out for the ears will protect a work horse's head from the sun. Nose guards are used on farm horses working in the fields to keep the horses from nibbling at young plants.

What is the purpose of each paragraph? Which sentence expresses that purpose? Draw a line under the topic sentence in each paragraph.

Use the title of this article as the main head for your outline. Then think of a word or a phrase of not more than three or four words for each paragraph which will tell what that paragraph is about. Write these words or phrases as subheads for your outline.

- I.
- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.

Black Magic (pages 188-198)

Jim went for a ride with Doctor Wheeler. Think of a time when you have gone on a short trip with an older person. Write answers to the questions below.

1. When did you go?

2. With whom did you go?

3. How did you happen to go?

4. Where did you go?

5. In what did you go?

6. How long were you gone?

7. What did you do to prepare for the trip?

8. What might you have been doing with your friends if you had not gone on the trip?

9. What did you talk about during the trip?

10. What excitement did you have on the trip?

Spring Thaw (pages 199-206)

Several things happened in Hastings between the time the thaw began and the time the bridges went out. The things which happened are listed below. Number them in the order in which they happened.

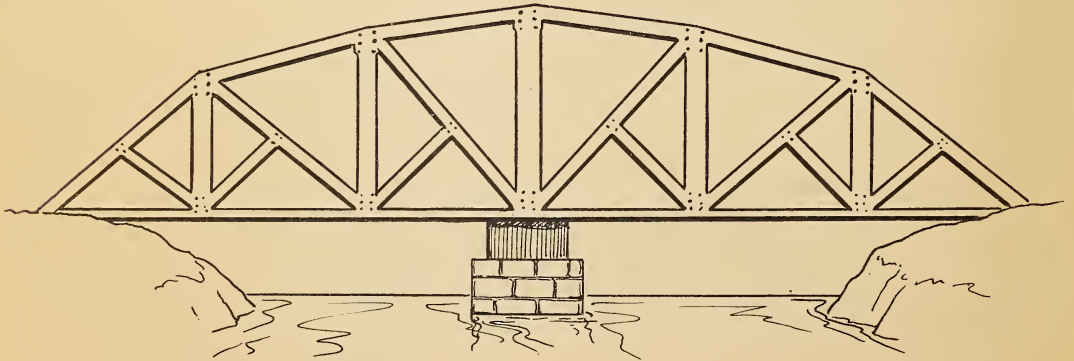
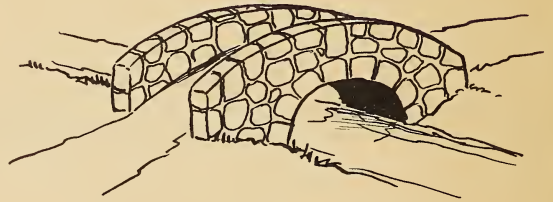
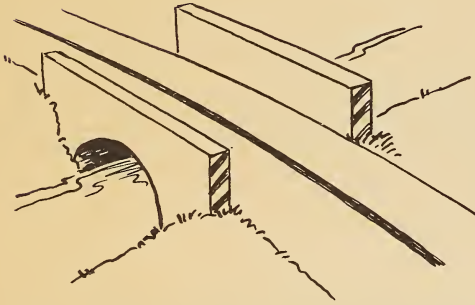
- The ice went out up the river.
 - The thaw began one February morning.
 - Big Bill almost had an accident.
 - Rain began and lasted three nights and two days.
 - Water rushed down the hills to the ice-coated river.
 - Ice cakes reached Hastings and jammed against the bridges.
 - Three bridges in Hastings were swept away.
-

The phrases below list the pleasant and the unpleasant things about winter in Hastings. In front of each phrase write *Pl* if it tells about something pleasant; write *Un* if it tells about something unpleasant.

- | | |
|---|--|
| chapped hands | frostbitten ears and noses |
| cutter rides | coal buckets forever empty |
| jingle of sleigh bells | rides in a mule car on runners |
| endless trips to the woodshed | rides on sleds hitched to cutters |
| wind blowing through crannies in houses | cheerful glow of fire in stoves |
| thawing out frozen pumps | singing teakettles |
| twilight darkness in houses | endless trips to barns to care for animals |

Spring Thaw (pages 199-206)

The bridges pictured below are made of these things: concrete, steel, wood, stone. Under each picture write the word that tells what you think the bridge is made of.



Spring Thaw (pages 199-206)

Read the first sentence and notice the underlined word. Complete the second sentence by removing the ending, or suffix, from the underlined word and writing the base word in the blank. The first one is done for you.

1. The squirrel buried six nuts while I was watching. How many more will he
bury before the afternoon is over?
2. The sail flapped in the breeze. It did not any more when the breeze went down.
3. Why are you wrinkling up your forehead? If you keep on doing that, you will have a that will not go away.
4. Two of the big insurance companies have their offices in this building. Which do you belong to?
5. The man was a stranger to me, but he called me by my right name. Wasn't that ?
6. Mother is fixing a very tasty lunch for us. You have no idea how good it is going to .
7. This was the merriest Christmas I have ever had. Of course, every Christmas Day is .
8. I am wrapping packages for a grab bag. I have only one more to .
9. I received a notice from the telephone company, notifying me that our number would be changed. Did the company you also?
10. Jim is the thinnest boy I have ever seen. When he stops growing, he will not be so .
11. I am busier in the afternoon than I am in the morning. At about nine o'clock I am not so .
12. Did you see my other slipper? I do not want to go downstairs without it for fear I will .
13. All during the morning you have tantalized your baby brother. Please do not him any more.

The Divining (di vīn'ing) Rod

The best wells are drilled deep into the earth to reach the underground water that flows along as rivers flow above-ground. A well driller tries to judge by the surface of the land just where the most promising spot for reaching the underground water will be before he begins to drill. Even then, because underground rivers are hard to find, the well driller does not always reach water on the first, or even the second, attempt.

Some well drillers try to find underground water by means of a divining rod. The divining rod is a forked stick. Usually this stick is of hazelwood,

though a branch of willow, beech, or holly is sometimes used.

A man who can use a divining rod successfully is called a dowser. Not all well drillers are dowsers. The dowser is paid by the person who wishes to have a well drilled. The dowser is expected to find the underground river and to tell the other drillers where to sink the well.

This is the way in which a dowser uses the divining rod. He walks back and forth over the ground, with the stick, or divining rod, held in front of him. When the dowser walks over a place where an underground stream can be

(Go on to page 73.)



found, the rod is drawn forcefully toward the earth.

The work of a dowser is considered by many people to be foolish and useless. They think that it is impossible to find water with a divining rod. When the rod seems to work, it is really being moved by the dowser. While walking over the ground, the dowser has been studying the surface of the land, the appearance of the trees, and other signs of water. With the help of these signs, he makes a wise guess as to the place where water will be found. Then he moves the divining rod toward the ground as though the stick had been forcibly pulled in that direction. The

dowser may be wrong many times, but people forget the number of times he fails and remember only the times he has been right. The times that he is successful are probably due to luck. The divining rod is not worked by magic, so these people believe, and the kind of wood it is made of is not important.

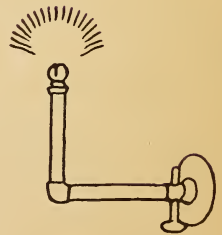
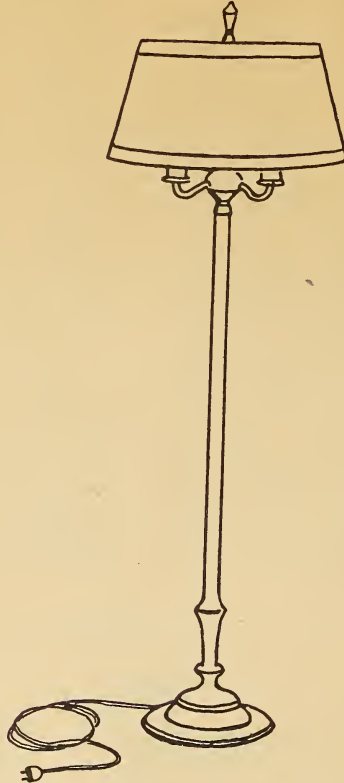
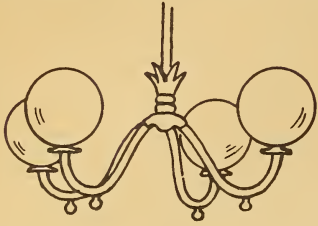
Some people believe that the divining rod does work. They think that certain persons are sensitive to the movements of the earth and that they can feel the movements of underground streams. In the hands of such a person, a divining rod would move whenever the person walked over the ground above an underground river.

Draw a line under the topic sentence in each paragraph in the above selection. Complete the outline by using the title of the selection as your main head. Think of a phrase of not more than four or five words which expresses the main idea of each paragraph. Use these phrases as your subheads.

- I.
- A.
- B.
- C.
- D.
- E.
- F.

Summer's End (pages 207-213)

Under each of these pictures write the words *whale oil*, *tallow*, *kerosene*, *gas*, or *electricity* to show what was burned to give light.



Weary Waiting (pages 216-227)

Words with the same or nearly the same meaning are synonyms (sŋ'o nimz). After each word at the left write the word from the list at the right that is its synonym.

welcome	gleaming	brilliant
sturdy	blushed	volunteer
aware	charming	stalwart
offer	comments	remarks
		greet
		gracious
		conscious
		flushed

Complete each pair of sentences by writing a word in each blank space. In the first blank space write a word from the list at the left above. In the second space write its synonym. The first one is done for you.

- When my eyes were only half open, I was aware of someone standing by my bed. I was not conscious, however, that it was my mother.
- Miss Smith made some favorable about my picture.
Her made me desire more than ever to be an artist.
- The tractor Father bought is certainly a machine. One needs a engine for farm work.
- He came to the door to me. I could tell when he came to me how happy he was to have me back home.
- I will to take Ned's paper route during his vacation. It won't hurt me to to do that for a friend.
- Her manners when she entered the room were very
I have never seen anyone with more manners.
- I when the man told me I was in the wrong seat. I knew my face was because my cheeks felt so hot.
- The lights of a car appeared ahead. They were so that Father signaled the driver to dim his lights.

Weary Waiting (pages 216-227)

Rule 4. When, in dividing words into syllables, you see a single consonant between two vowels, the consonant generally goes with the second syllable (vacant—vā'cant), but NOT ALWAYS (robin—rōb'in).

In each word below notice the consonant between two vowels. Pronounce each word to yourself. Does the vowel in the accented syllable have its long or short sound? Then will the accented syllable be open or closed? Will the vowel in the accented syllable be in the middle or on the end? Then with which syllable will the consonant go?

Rewrite each word by syllables and put in the accent mark.

sober	polish	level	depot	tiny
-----	-----	-----	-----	-----
closet	pedal	taper	visor	habit
-----	-----	-----	-----	-----
linen	meter	clever	hazel	widow
-----	-----	-----	-----	-----
satin	crazy	solid	motor	lever
-----	-----	-----	-----	-----

Say each word below to yourself. How many syllables are in each? Remember what you learned above. Rewrite each word by syllables and put in the accent mark.

grocery	parasol	parallel
-----	-----	-----
funeral	favorite	cupola
-----	-----	-----
camera	silently	bicycle
-----	-----	-----

Weary Waiting (pages 216-227)

Let the sentences tell you what the new words mean.

1. It was just light enough for me to distinguish (dis tɪŋg'gwish) a wild animal prowling about among the tents.

Distinguish means

2. As Dick descended (de sɛn'ded) the stairs and went out the front door, I noticed how pale he looked.

Descended means

3. John was confident (kɒn'fi dent) that he would win the race. Everyone said that he was the best runner among the boys.

Confident means

4. When it began to thunder and lightning, Don reversed (re vurst') his steps and went back home.

Reversed means

5. Mr. Gray recognized (rɛk'og nīzd) me the moment he saw me. I was surprised because he had seen me just once before.

Recognized means

6. Father and the newspaper reporter had a long interview (ɪn'ter vū), but I do not know the subject of their conversation.

Interview means

7. A new and modern farmhouse had taken the place of the original (o rɪj'i nal) dwelling (dwɛl'ing).

Original means

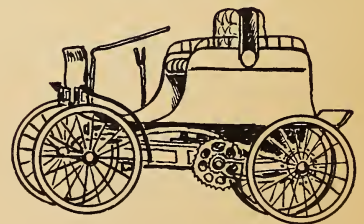
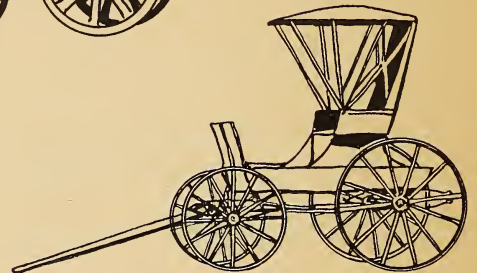
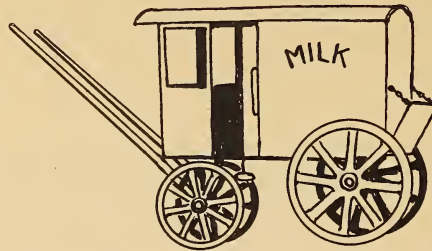
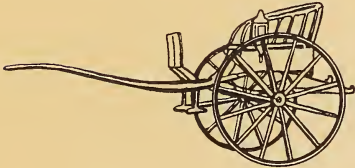
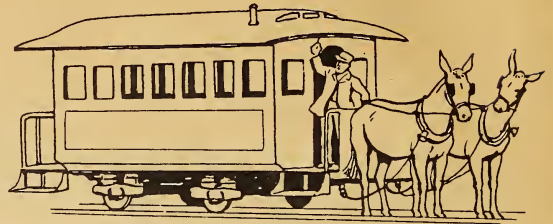
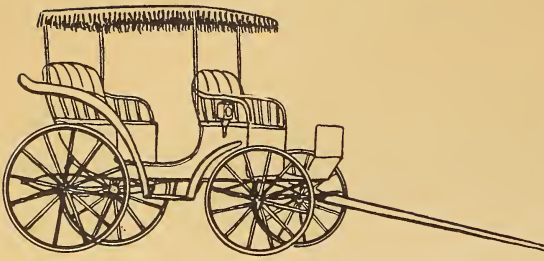
Dwelling means

8. Late at night my front tire went flat. There was no garage or gas station within miles, and I had no spare tire. I was in a predicament (pre dɪk'a ment).

Predicament means

Pierce Arrow (pages 228-233)

Can you name these pictures? Write the name under each picture.



INDEX

Fire	Roads
enemy and friend, 68	early roads, 152
equipment, old and new, 69-70	modern roads and streets, 153-155
fighting fires in cities, 73	pavement, types of modern, 158-160
fighting fires, town and country, 74	payment for, 156-157
firemen and their jobs, 71-72	Stephenson, George
sending in an alarm, 75	early life, 163
Horse	invention of steam engine, 164-166
care and feeding, 101	Street railways
grooming and shoeing, 102-103	cable cars, 174
racing in the U. S., 104-105	electric streetcars, 175
yearling, training of, 102	horse cars, 172-173
Motion pictures	the vanishing trolley, 176
first movies, 108	Water supply
first movie theater, 109	a city water system, 311-312
first sound movie, 110	purifying water, 313
movies and television, 111-112	softening water, 314
why movies move, 106-107	where modern cities get their water, 308-310

The words and phrases at the left in each column, arranged in alphabetical order, are the main topics in the index. The phrases alphabetically arranged under them are the sub-topics. Sub-topics help you to locate information quickly. For example: If you want to find out who invented the sound track for movies, you would skim the sub-topics under the main topic *Motion pictures*, stop when you come to *first sound movie, 110*, and then turn to page 110.

In each sentence below underline the word or words which tell what main topic you would look for in the index. On the line after the question write the page or pages on which you would look for information to answer the question.

1. How would a farmer fight a barn fire on his farm today?
2. In what year did Stephenson invent the steam engine?
3. Is concrete or asphalt pavement better for cross-country roads?
4. How is water made safe for drinking purposes?
5. Why are street railways disappearing?
6. Is horse racing an important sport in the United States?
7. Are motion pictures less popular since people have television?
8. Would the life of a fire fighter be an interesting one?

Key to Pronunciation

ōō as in fōōd

ōō as in fōōt

ou as in out

oi as in oil

Say each of the following words to yourself. Listen for the sound of *oo*, *ou*, or *oi* in each word. Let the Key to Pronunciation help you. List each word under the correct sound below.

surround

dismount

wooden

loose

voices

childhood

boomed

choice

tooting

southward

understood

noisily

ōō

ōō

ou

oi

-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

Key to Pronunciation

ū as in mūle

û as in bûrn

ǔ as in bǔt

tû as in natûre

Say each of the following words to yourself. Listen for the sound of the vowel *u* in each word. Let the Key to Pronunciation help you. List each word under the correct sound of *u* below.

surged

lecture

attuned

adventure

absolutely

slush

curve

rescue

purple

sultry

creature

justice

funeral

urged

picture

spunk

ū

û

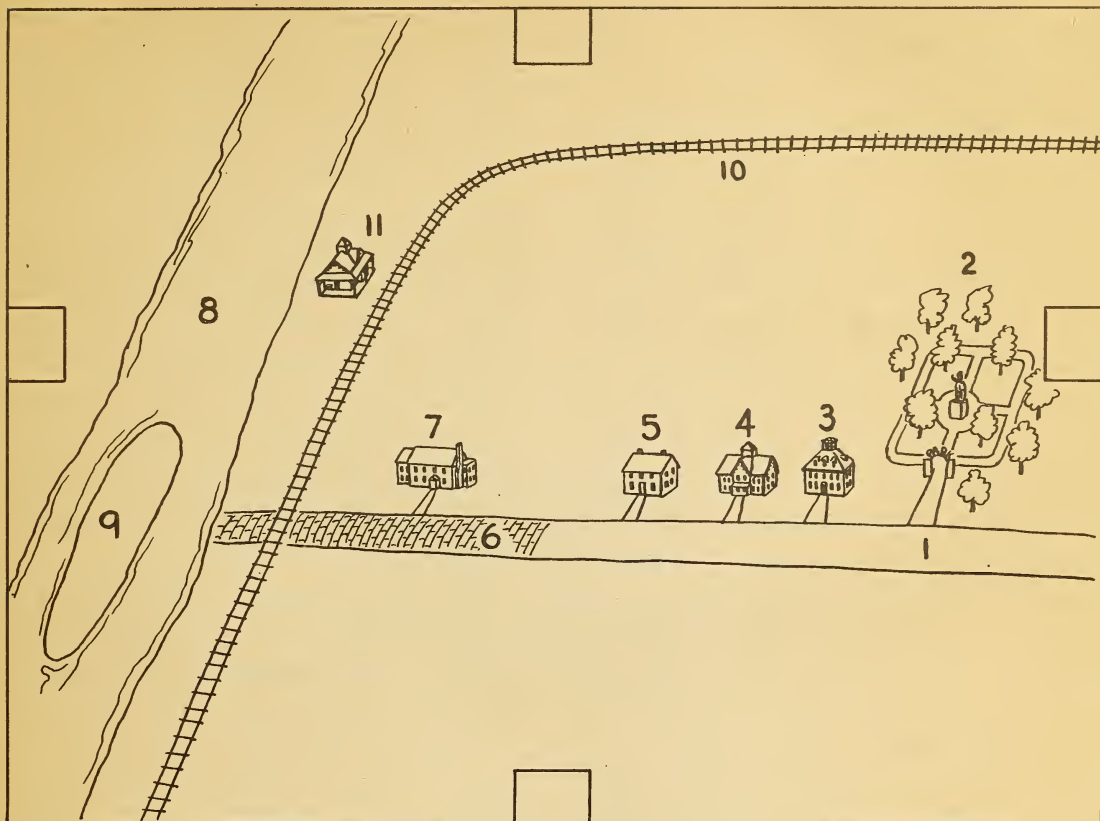
ǔ

tû

-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

Get Out and Get Under (pages 234-246)

Here is a simple map which shows the Old Coach Road into Hastings, the Driving Park, the farms told about in the story, Main Street, The House on the Hill, the river, the island, and the railroad. Add the letters N, S, E, W to the map to indicate directions. Then complete the map legend below by writing after each number the name of the place on the map which has the same number.



- | | |
|---------|----------|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | |

Read these paragraphs carefully.

Early City Streets

About 1910 city streets at best were not pleasant to travel on. Most of them were dirt roads which in summer were thick with dust stirred up by the feet of horses and the wheels of lumbering wagons and swifter-moving carriages. After a rain the streets turned to sticky mud through which the horses had to labor. There were numerous puddles into which the horses stepped, splashing themselves and the people on the sidewalks. In wintertime the ground froze into deep ruts. In spring, when the frozen ground was thawing, the streets were often impassable. Humorous signs were often hung on poles in the deepest mudholes: Shortest Road to China! No Bottom Here! Good-by Forever!

One of the first ways of improving city streets was by the use of wood-block pavement. Some of the blocks were six-sided, or hexagonal (heks äg'o nal), and were cut from fir trees. Others were oblong in shape. The wooden blocks were laid in a level bed of gravel or sometimes concrete, with sand or pitch between the blocks. Such a street was almost noiseless and gave the horses a good foothold. The chief objection to this type of pavement was the fact that

the blocks settled unevenly into the gravel or concrete below, causing a rough surface. Also, the wood of which the blocks were made decayed, and the blocks had to be replaced.

When people become disgusted with conditions, they think of better ways of doing things. Before long, bricks took the place of wooden paving blocks. Bricks lasted longer, withstood the weather, and in general wore better than wooden blocks. When the top surface of the bricks became worn and uneven, the bricks could be taken up, turned over, reset in sand, and thus perform double duty.

With the coming of the automobile, asphalt (äs'fôlt) pavements became more common. Most of the asphalt used on American streets comes from the island of Trinidad (trîn'i dad) off the coast of South America. This substance is mixed with sand and rock dust to form a thick paste which is spread onto the surface of the road over a layer of fine gravel or sand. Asphalt roads are smooth, quiet, and without glare. Perhaps you call such roads "blacktops."

Most of our city streets and highways today are made of concrete. Concrete is a mixture of cement, sand, and gravel.

(Go on to page 83.)

Get Out and Get Under (pages 234-246)

Concrete roads are laid in sections, each section about thirty to fifty feet long. A small space is left between each section. In summer the heat causes the concrete to expand, or grow longer. In winter the cold causes the asphalt to contract (kon tråkt'), or grow smaller. The space left between sections allows room enough for the pavement to expand or contract. Sometimes, in very hot summers, there is not room enough for the pavement to expand. Then the pavement "buckles," or rises in little humps.

All streets, even paved streets, had to be kept clean. The sprinkling wagon sprayed them with water in summer. This helped keep them cool as well as clean. Street sweepers, men using heavy brushes, swept them frequently. Today this sweeping is done by large street-cleaning machines—trucks to which revolving brushes are attached. These brushes sweep the streets as the truck moves, and the trash and dirt are collected in tanks, called hoppers, attached to the truck. The action is similar to that of a carpet sweeper.

What is the purpose of each paragraph in the above selection? Draw a line under the topic sentence in each paragraph. In one paragraph the topic sentence is not the first sentence.

Use the title of the selection as the main head in the outline. Think of a word, or a phrase of not more than three or four words, which expresses the main idea in each paragraph. Use these words or phrases as subheads in your outline.

- I.
- A.
- B.
- C.
- D.
- E.
- F.

Use your outline to help you to give a talk about road improvements to your reading group.

Spreading the News (pages 247-254)

Read the following information carefully. Then do what you are asked to do on the next page.

Motoring in 1910

When you set out on a motoring trip, plan to have a good supply of gasoline at all times. Find out the distance between towns where gasoline can be bought. Carry an extra can or two if there is any doubt of being able to get gasoline easily. Remember that to run out of gas and have to be pulled to the nearest town by a team of lumbering horses is a sure way to spoil a trip.

You may sometimes have to buy gasoline from farmers. Don't do this if you can help yourself. Some travelers say that farmers mix water with the gasoline that they sell to motorists. The watered gas will not burn; and after you have walked to the farmhouse and back for the gas, you find that you must make a second trip and ask again for help. Then, if it is late in the day, the farmer will collect money from you for a night's meal and lodging, together with a fee for pulling your car to town the following day.

Having the right clothing will add greatly to the comfort of your trip. The best way to keep your hands warm is to wear a pair of loose woolen gloves un-

derneath leather gloves that are too large. Because the gloves are loose, you will be able to move your fingers easily to handle the spark and throttle levers. In winter wear a loose shoe and two pairs of thin socks or one pair of woolen ones. Vests made of newspapers are warm and light in weight. A sweater with a roll collar will keep out the wind and snow and rain. A linen duster is necessary when the roads are dry and dusty, and a rubber coat is a protection from the rain.

Do not rely on road maps. The only road maps available are those used by bicycle riders. You will find these maps very unsatisfactory, for you cannot depend upon them. A road marked "good" may have a fine bicycle path, but the road itself may be in poor condition. It may be covered with deep sand or with sharp, loose rocks.

When meeting a frightened horse on the road, it is wise to stop your car and let the horse go by. There is less trouble if you stop and let the horse go by than if the horse is stopped to let the motorcar go by.

(Go on to page 85.)

Spreading the News (pages 247-254)

The information you have just read on page 84 gives good advice to the motorist of 1910. Choose ten things that the motorist was told to do or not to do. Write them on the dotted lines.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Now think up some advice to give to a motorist of today. On each line below write a sentence to tell him what to do or not to do when driving a car.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Spreading the News (pages 247-254)

Number the sentences in each group in the order in which things happened in the story.

- Pinkie has a ride on the ice wagon.
- Pinkie hops out of bed and plans what to do.
- Pinkie gives Old Martin directions.
- Pinkie calls hello to Tony and William.
- Pinkie bumps into Ellen.
- Pinkie informs his family of his plan.
- The iceman discovers Pinkie, and Pinkie hops off.

- Pinkie checks up on Old Martin.
- Pinkie greets passers-by, swings on a hitching post, and arrives at Grandmother's house.
- Pinkie watches the trolley go by.
- Pinkie rides downtown with Grandfather.
- Pinkie eats breakfast and spreads the news.
- Pinkie rides home in the surrey.

At the left of the black line are the dictionary pronunciations of certain words. At the right are the words themselves. Say each dictionary pronunciation to yourself. Then write in front of it the word itself. The first one is done for you.

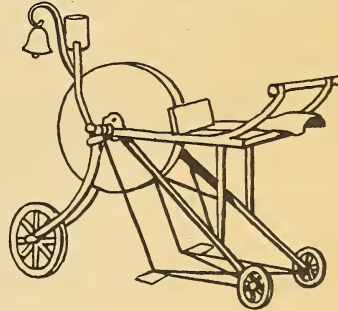
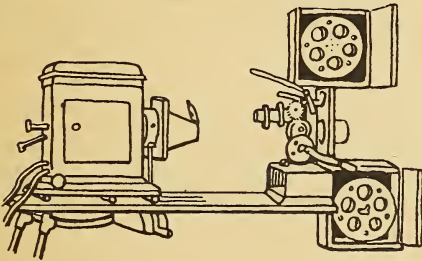
bicycle	(bī'sīk'l)	.....	(g'īl'tī)	circle
.....	(kǎn'vās)	.....	(nŭk'l)	gentle
.....	(sŭt'k'l)	.....	(fŏn)	knuckle
.....	(ĕg zăkt')	.....	(kwīv'ēr)	phone
.....	(ĕk sĕl')	.....	(sĕ'z'n)	wrinkle
.....	(jĕn't'l)	.....	(rīng'k'l)	canvas
				exact
				season
				quiver
				guilty
				excel
				bicycle

Nickelodeon (pages 255-261)

Under each picture write the name of the character.



Under each machine write its name and the name of the man who used it.



After each phrase write the name of the right character.

cook and housekeeper

scissors grinder

umbrella mender

stableman-gardener

owner and manager of the nickelodeon

Remember that a synonym is a word which has the same meaning as another word. In the parentheses () in each sentence below, write a synonym for the underlined word. The first one is done for you.

As I stood in the doorway, I could hear the peal (sound) of distant thunder. It was very evident () that a bad storm was on the way. Before long, black clouds rolled () across the sky from the westward. The treetops bowed () beneath the force of the wind. In another moment () the rain came dashing down. All morning the ceaseless () drumming sound of the rain could be heard on the roof.

By noontime the storm was practically () over. I stepped out onto the veranda () to see whether the rain had stopped. It was still drizzling () a little. As I looked down the street, I noticed () that a large branch had fallen across the road. It would be a hazard () to passing cars. I bolted () into the house and called the Street Department. A crew () of workmen came at once. One of the men said that the branch might have caused a dreadful () accident if it had fallen on a car.

Soon the sun came out and shone brilliantly () on the wet pavements. Robins splashed in the puddles and warbled () their rain songs. A breeze began to blow, and the rain evaporated () from the walks and pavements.

As for me, my plans for the day were ruined (). The automobile () stood on the drive, the trunk all packed with things for a picnic. Now a picnic was utterly () out of the question. I resolved () not to show my disappointment to the family.

Nickelodeon (pages 255-261)

Learn to recognize the last syllables in words. In the parentheses () in each sentence below is a word complete except for the last syllable. Let the sense of the sentence tell you what the complete word is. Write in the last syllable. The first one is done for you.

1. Father said that he was proud of me, and that was a big (com'pli _____ment_____).
2. I know that boy because he is a distant (rel'a _____) of mine.
3. Dad works for a firm that will (man'u fac'_____) television sets.
4. As soon as the rain started, the crowd began to (di min'_____).
5. My dad is going to the American Legion (con ven'_____).
6. My arithmetic is done except for one (ex am'_____).
7. One more (in stall'_____) and this car will be completely paid for.
8. Dan and Joe play tennis for (rec're a'_____).
9. I wish I could go with you, but I have (im por'_____) things to do here.
10. Mary is very (sen'si _____) and cries easily when things go wrong.
11. Since the rain did not stop, my weather (pre dic'_____) was all wrong.
12. Since the policeman stopped you for speeding, you must pay the (pen'al _____).
13. Mr. Wells gave up his job to work for the (gov'ern _____).
14. I hope that this can be my (per'ma _____) home.
15. He thinks you are (ex trav'a _____) because you spend so much money.

On the lines below write the words in parentheses () from the sentences above in alphabetical order. Do not divide the words into syllables.

Ben Gherkin (pages 262-269)

Plan to write the story for a sound track for the film "Ben Gherkin." To do this, you must remember the order in which things happened in the film story. In each group of sentences below number the sentences in the order in which things happened in the film.

- Ben walks along and spears a bar of soap.
- Ben sits on the fence, looking at his nose.
- Ben makes a big red sign.
- Ben shows by his actions that he is starving.
- Ben ties the string to the nail.
- Ben cuts the soap into pieces and wraps it in tin foil.
- Ben sells the soap for a corn cure.
- Ben finds some string and a nail.
- Ben spears some tin foil.
- Ben hides the soap in his pocket.

- Ben sweeps out the store.
- The old lady tells the policeman on Ben.
- Ben enjoys a fine dinner.
- A crotchety old lady smells and tastes the corn cure.
- Ben steals a lady's cape and hat.
- The policeman starts to chase Ben.
- Ben finds a dollar.
- Ben runs in and out of store doors.
- Ben runs into a tray of custard pies.
- Ben rides horseback.
- Ben is hit with the policeman's billy.

Ben Gherkin (pages 262-269)

Compare movie theaters of yesterday with those of today. Finish each sentence by writing in the right words.

1. Pinkie paid cents to see a movie.
2. I pay cents to see a movie.
3. Pinkie's favorite movie was
4. My favorite movie is
5. In the movies that Pinkie saw, the actors moved their lips, but they did not
6. In the movies that I see, the actors
7. The movies that Pinkie saw moved along in
8. The movies that I see move along
9. In the movies Pinkie saw, the pictures were always in black and
10. Some of the movies I see are in
11. The moving-picture machine of 1910 was run by
12. The moving-picture machines of today are run by
13. In 1910 the picture show lasted for
14. The picture show of today lasts for
15. In 1910 people bought their tickets at a
16. Today I buy my ticket at a
17. In 1910 the movie theater was probably lighted by
18. Today movie theaters are lighted by
19. In 1910 the lights were turned on and off by
20. Today the lights are turned on and off by pushing a
21. In the Bee the people sat on
22. In the movie theaters I go to, the people sit on

Ben Gherkin (pages 262-269)

Words with opposite meanings are antonyms (ăn'to nimz). *Hard* is the antonym of *soft*. After each word at the left write its antonym. You will find the antonyms you need in the list at the right of the line.

exhausted	roam	distrustful
confident	obey	divided
borrow	vacant	rested
united	praise	settle
		lend
		disobey
		blame
		occupied

Complete each sentence by writing a word in each blank space. The two words you write must be antonyms. Choose them from the antonyms listed above.

- The campers into small groups for the day's activities, but at night they into one large group around the fire.
- Instead of being that he can do the job, John seems to be of his ability.
- The house which has been for such a long time is now
- I have succeeded so well in training my dog to that he seldom seems to
- If I agree to you some money this time, will you promise not to from me again?
- When you consider how differently the boys acted, it is easy to understand why everyone had for Jim but only for Tom.
- By the time the night was over, the army which had come back to camp utterly seemed to be completely
- down and read a book and don't over the house.

Model T (pages 270-275)

old and crusty	easy to get along with	thrifty with money
a born mechanic	hard to get along with	extravagant
lighthearted and gay	determined	

Above are phrases which describe the characters in today's story. Below are the names of the characters. Under each name list the phrases which describe that character. You may want to list some phrases under more than one name.

Mary

Young Dan

.....
.....
.....

Old Dan

.....
.....
.....
.....

Complete each sentence by writing in the right word or words.

All Model T Fords were painted On the steering wheel were levers. One lever was the, and the other was the Before the car was started, the levers were put in the position of hands at minutes to After the engine was started, the levers were put in the position of hands at minutes to To start the engine, the driver slipped his through a of at the front of the car. He pulled on the and turned the Each Model T had foot pedals. One was the, one the, and one the

Model T (pages 270-275)

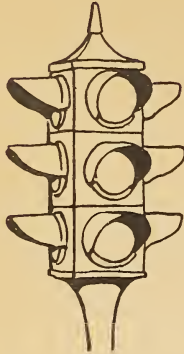
Here are pictures of road signs used today. Below the pictures are phrases that tell how these signs are used. Place the number of the road sign on the dotted line in front of the correct phrase.



1



2



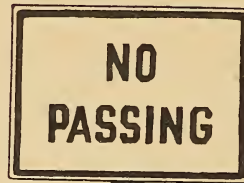
5



3



4



6



7

- before a double curve on a highway
- where the view ahead is not clear
- to mark a highway
- where great care is necessary
- at a through street
- where two busy streets cross each other
- at a railroad crossing

Model T (pages 270-275)

Words pronounced alike but spelled differently and having different meanings are homonyms (hŏm'o nimz). The words *so* and *sew* are homonyms. After each word at the left write the word from the list at the right that is its homonym.

sight	sighed	hoes
peer	hose	pier
praise	wait	seen
scene	weak	weight
		week
		side
		site
		prays

Write the right word in the right sentence.

1. I hope that you will be on time and will not make me for you.
2. A crowd was on the, waiting for the coming of the mail boat.
3. Have you gained any since you have been on your vacation?
4. I must get out the garden and sprinkle the lawn.
5. Jane is very after her long illness.
6. He deeply and looked very lonesome as his friends departed.
7. In another minute the car disappeared from around the corner.
8. This is the best television show I have in a long time.
9. The first in the third act of the play is very exciting.
10. This is the upon which we will build our house.
11. After Mr. Gray his garden, there is not a weed left in it.
12. When crops die for want of rain, the farmer often for rain.
13. We stopped for lunch at a picnic table at the of the road.
14. I expect to go to New York next
15. I hope you did not forget to John for his good work.
16. It is not polite to through the window to see who is at the door.

Screwdrivers' Club (pages 276-281)

Underline the name of each car which, as far as you know, is not made today.

Pierce Arrow	Franklin	Maxwell	Rambler	Brush	Oldsmobile
Stanley Steamer	Overland	Bulldog	Rolls Royce	Ford	Peerless

Name six cars that are often seen today that were not named in the story.

.....

.....

Here are names of automobile parts. Some of these parts were on cars in 1910. Some are on cars today. In front of each name write *1910* or *Today* to show when the part was used. There is one phrase that you may want to label in both ways.

..... streamline body

..... gas lights

..... bulb horn

..... windshield wiper

..... front and rear bumpers

..... crank for starting

..... heater for winter

..... acetylene tank

..... self-starter

..... trunk

..... toolbox on running board

..... glass windows

..... dome light

..... radio

..... buggy-like body

Screwdrivers' Club (pages 276-281)

acetylene	caution	inkling	regret	speedometer
acquaintance	emergency	occasional	reliable	steer
annoyance	fender	pneumatic	rule	suspicion

Below are definitions which might be found in a glossary or dictionary. In front of each definition write the word from the above list which belongs there.

- a part of an automobile that keeps mud thrown by the wheels from reaching the passengers
- a stick marked off in inches, used for measuring
- to direct something by means of a wheel or lever
- to be sorry for something which cannot be changed
- inflated with air
- the feeling that something is wrong
- a person whom one knows only slightly
- an unexpected happening which needs immediate attention
- happening now and then, but not regularly
- a special gas used for lighting, often used in the lamps of early automobiles
- a feeling of irritation
- a word, gesture, or act as a warning of danger
- fit to be depended upon; trustworthy
- a hint or clue
- a device for indicating speed, for example the miles per hour an automobile is going

Screwdrivers' Club (pages 276-281)

Learn to recognize the last syllable in words. Learning to do that will help you to recognize many new words. In the parentheses () in each sentence below is a word which is complete except for the last syllable. Let the sense of the sentence tell you what the complete word should be. Then complete the word by writing in the last syllable. The first one is done for you.

1. I will do my work first and play baseball (aft'er _____ ward _____).
2. John had a bad (ac'ci _____) with his car.
3. What kind of (re fresh' _____) do you think we should have at the party?
4. What is all that noise and (com mo' _____) about?
5. This picture was painted by a famous (art' _____).
6. The colors he has used in the picture show how (ar tis' _____) he is.
7. We have always lived in the (west' _____) part of our country.
8. If you boil your candy a little longer, it will begin to (thick' _____).
9. I looked up into the (un cloud' _____) sky.
10. The letter came by special (de liv'er _____).
11. He is always (com plain' _____) about the work he has to do.
12. Two people went home, but the (re main' _____) of the group stayed.
13. There is a (mar'vel _____) view from this mountainside.
14. The army was beaten and had to (sur ren' _____).
15. I hope Mr. Gray will be elected, so I will (e lec'tion _____) for him.
16. I forgot to sign my name and mailed the letter without my (sig'na _____).
17. I want to (con grat'u _____) you on winning the race.
18. The apple crop this year is very (plen'ti _____).
19. Each (in'di vid'u _____) at the party had a stunt to do.
20. That man is a very fine (vi'o lin' _____).
21. Please (as sem' _____) all the things you are going to take on your trip.

Snake Hill (pages 282-288)

Read each of the following paragraphs carefully.

The First Automobile Race in America

In 1894 an American newspaperman named Frederick Adams had a wise idea. The first automobiles were made in Europe, and motorcar races had been held over there. Up to this time only four cars had been manufactured in America, and Americans had shown little interest in horseless carriages. Adams had the idea that if he could stage a motorcar race, he might stir up more interest in the "devil wagon."

An idea which is not carried out amounts to nothing. Adams was not the kind of man to let that happen. No sooner had the idea occurred to Adams than he started in with general plans for putting his idea into action. First he talked with a man in charge of a Chicago newspaper, the *Times-Herald*. This man agreed to supply the money for prizes and expenses for the race. Next Adams began to write articles about automobiles for the newspaper. These articles created interest among the readers. Adams talked with inventors and stimulated them to invent new types of cars in a hurry. He talked with bicycle manufacturers and got them to build more motorcars. He talked to everyone who came his way, trying to make people see that in the future horseless carriages would be used by everyone.

As interest grew, people came forward with the suggestion that American-made motorcars should have an American-made name. So the *Times-Herald* offered a prize for the person who could think up the most appropriate name. Such names as "motor wagon," "electrobat," "autocycle," and "horseless carriage" were suggested. The one which won the prize was "motocycle," but after winning the prize, the name was never used. People preferred the name "automobile."

Once his general plans were under way, Adams began on the particular plans for the race itself. The race was to be held in Chicago. The distance to be covered was fifty-two miles, from Jackson Park on the south side of Chicago to Evanston, a northern suburb, and return. The first prize was to be \$2,000; the second prize was to be \$1,500.

Since only four motorcycles had been manufactured in the United States at the time Adams got his idea, it was impossible to hold the race at once. As time went on, the last important thing Adams had to consider was the date for the race. The first date set was July 4, 1895, a whole year away. Yet when that date arrived, not enough cars had been manufactured. The date was then

(Go on to page 100.)

changed to November 2, and later to November 28, Thanksgiving Day. As things turned out, this final date was a bad choice because three days before Thanksgiving a blizzard descended upon Chicago, leaving about eight inches of snow.

On Thanksgiving morning just six motorcycles arrived in Jackson Park to enter the race. At the last minute an Electrobat withdrew, leaving only five. These five were a Duryea (dōōr'yā), an American-made car that looked much like a buggy; a Sturges, run by electric power; a Benz, brought from Europe and entered in the race by an ice company; a Roger, made in France; and another Benz.

On the first lap of the race, the road to Evanston, the cars had plenty of trouble. All but the Duryea became stuck in the snow again and again and had to be helped out by the watching crowd. The rules did not allow for any outside help, yet the watchers continued to push because they did not want the

race to end so soon. The Duryea broke its steering gear, and fifty-five minutes were required to repair it. Only three cars, the Roger (which reached Evanston first), the Benz, and the Duryea started on the return trip.

On the second lap, the race back to Jackson Park, conditions were no better. The Roger collided with a carriage soon after leaving Evanston and could not continue the race. People threw snowballs at the cars and yelled at the drivers. They thought that the race was a joke. At last two cars reached the starting point. The Duryea came in first and won the \$2,000. It had made the fifty-two-mile trip in ten hours and a half. The Benz came in more than an hour later and won the \$1,500.

The first automobile race in America was a triumph for American manufacturers. An American-made car came in first. It proved that good motorcars could be made over here. It also convinced people that the motorcar was here to stay.

(Go on to page 101.)

Snake Hill (pages 282-288)

What is the purpose of each paragraph in the selection on pages 99 and 100? Which sentence makes clear that purpose? In each paragraph draw a line under the topic sentence. REMEMBER THAT THE TOPIC SENTENCE IS NOT ALWAYS THE FIRST SENTENCE.

Use the title of the selection on page 99 as the main head in your outline. Think of a word or a phrase of not more than four or five words which expresses the main idea in each paragraph. Use these words or phrases as subheads to complete your outline.

- I.
- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.
- I.

Write a short report on the first automobile race for your school newspaper or for your bulletin board. Illustrate your report if you think that pictures will make it more interesting.

Tinkering (pages 289-295)

Number the sentences in the order in which things happened in the story.

- Pinkie and Father hear the pop, pop of two punctured tires.
- The Pierce Arrow passes Dan Cutter fixing a puncture.
- Pinkie and Father sign in at Windfield and start for home.
- Pinkie sees the Oldsmobile careen over to the side of the road.
- The Pierce Arrow again passes the Oldsmobile.
- The Model T honks on its way to Windfield.
- Pinkie goes for water while Father tinkers with the engine.
- The car gets under way again.
- The radiator of the Pierce Arrow boils over.
- A hay wagon pulls the Pierce Arrow home.
- The Pierce Arrow stops and will not start.
- The Oldsmobile and the Model T pass the Pierce Arrow.

When the letter pairs *sh*, *ch*, *th*, *ph*, *ck* appear in a word, each pair has a single sound. In syllable division, these letters are not separated. For example:

teacher	fashion	weather	thicken	nephew
teach er	fash ion	weath er	thick en	neph ew

Rewrite each word below by syllables and put in the accent mark.

picket	southern	preacher	cushion
.....
brother	jacket	peaches	cashier
.....
nothing	reckon	ashes	reaching
.....
emphasize	telephone	triumphant	
.....	

Tinkering (pages 289-295)

Words pronounced alike but spelled differently and having different meanings are homonyms (hŏm'ŏ nimz). After each word at the left write the word from the list at the right that is pronounced the same but spelled differently.

soar	stairs	bear
bury	raise	berry
fair	piece	fare
bare	main	mane
		peace
		rays
		sore
		stares

Write the right word in the right sentence.

1. I saw a squirrel a nut under this tree.
2. The of the morning sun came in through the window.
3. Everyone in our country wants, not war.
4. I watched the plane into the sky.
5. You cannot be in the game because you do not play
6. Every time I go by, he sits and at me.
7. The horse tossed his head, shook his, and raced down the track.
8. This cut place on my finger is very
9. There is not a left on this bush.
10. The bus has gone up to fifteen cents.
11. Most trees are in wintertime.
12. Please do not run up the
13. My dad got a five-dollar-a-week
14. I hope that you give me a big of birthday cake.
15. As we drove along, we saw a black walking through the woods.
16. The line of the railroad runs through our town.

Tinkering (pages 289-295)

At the left of the black line are dictionary pronunciations of certain words. At the right of the line are the words themselves. Say each dictionary pronunciation to yourself. Then write in front of it the real word.

..... (ǎngk'shŭs)	..... (plězh'ěr)	bury
..... (bou)	..... (nŭ măt'ŭk)	pleasure
..... (běr'ŭ)	..... (rŭf)	nuisance
..... (sŭl'ŭn děr)	..... (sēn)	scene
..... (jěŋ'ěr ŭs)	..... (sŭz'ěr)	sumac
..... (mă shēn')	..... (shōŏg'ěr)	anxious
..... (nŭ'săns)	..... (shōō'măk)	cylinder
..... (wŭns)	..... (vŭ'zěr)	machine
		rough
		sugar
		visor
		bough
		generous
		pneumatic
		scissors
		once

Learn to recognize the first and last syllables on words. Doing so will help you to recognize many new words. Look carefully at each word below. On the first line under each word, write the first and last syllables which you see on the word. On the second line write the entire word by syllables. Then pronounce the word to yourself and put in the primary accent mark. The first one is done for you.

consternation	adventure	predicament
con tion		
.....
con ster na'tion		
.....
inattentive	exasperate	unemployed
.....
.....
reliable	disappointing	impression
.....
.....

Check each word with your dictionary. Did you divide it into syllables correctly?

Blue Ribbon or Red (pages 296-299)

Who owned these cars? On the dotted lines write the names of the owners.

A Stanley Steamer

An Oldsmobile

A Ford

A Pierce Arrow

A Rolls Royce

A Franklin

An Electric

Young Dan Cutter learned several things on the day of the Reliability Race. Read the sentences below and check those which tell what Dan learned.

- 1. Brakes should not be used too much when a car is going down a hill.
- 2. A Ford car could be stopped without brakes.
- 3. Burning brakes can be cooled off with water.
- 4. Farmers were very helpful when a motorist was in trouble.
- 5. Brakes will not stop a car after they have been burned out.
- 6. Burning brakes are all right once they have cooled off.
- 7. People who appear disagreeable are sometimes kindhearted underneath.

On the dotted lines write the meaning of the underlined phrases.

- 1. The engine went dead.
- 2. The car went up the hill in low.
- 3. Dan stopped the car by using the reverse pedal.
-
- 4. The brakes would not hold.

Blue Ribbon or Red (pages 296-299)

Here are descriptions of people you have met in the last five stories. Read each description, think of the person it describes, and then write the name of the person on the dotted line.

1. An old man, crusty and contrary, but softhearted. He covers up his proud feelings for his son by grumbling about what his son does. He likes the old ways of doing things and thinks that new ideas and changes are foolish, but he usually likes them after he has grumbled for a while.

2. A cheerful, pleasant person who likes to make people comfortable. Someone who understands other people even when they are cross and sharp-spoken. A person who is kindly but stands up for her rights.

3. A young man who wants to be a mechanic. He is very proud of his first car. He is so interested in automobiles that he would rather work on one than eat.

4. A jolly person who drives a car with a flourish. He likes engines of any kind. He knows how to get the best results from them. He won the Reliability Race.

5. A man who knows more about railroad engines than he does about automobile engines. He likes to tinker with an engine, but on one occasion he wished that he had left an automobile engine alone.

6. An owner of a car that was not made in the United States. He promised his son a short cut to Windfield. The promise was never kept, for the car sank in the mud in the woods.

Blue Ribbon or Red (pages 296-299)

Each pair of words is spelled alike, but the words are pronounced differently and have different meanings. Such words are called heteronyms (hět'er o nimz').

wound (wōōnd)

lead (lēd)

wind (wīnd)

use (ūz)

wound (wound)

lead (lēd)

wind (wīnd)

use (ūs)

live (līv)

close (klōz)

bass (bās)

read (rēd)

live (līv)

close (klōs)

bass (bās)

read (rēd)

Complete each sentence by writing in the omitted word. In the parentheses () after the word, write the correct pronunciation. The first one is done for you.

1. Here is the path which will lead (lēd) us out of the woods.
2. The _____ () in this pencil is broken.
3. Have you _____ () the exciting news in the newspaper?
4. If you like to _____ (), here are some good books.
5. I will cook the _____ () that I caught in the lake for dinner.
6. The man talked in a deep _____ () voice.
7. I _____ () the bandage around my cut finger.
8. Ten stitches were required to sew up the _____ () in my leg.
9. There was a _____ () fish in the bottom of the boat.
10. In which house do you _____ ()?
11. Shall I throw away this string, or can you find some _____ () for it?
12. What kind of soap do you _____ () to wash the dishes?
13. Please _____ () the cover on the basket.
14. Keep _____ () to me as we walk through the crowd.
15. The _____ () was blowing the leaves from the trees.
16. Please _____ () this thread back onto this spool.

A Tale and a Discovery (pages 300-307)

Answer each question by writing a sentence.

1. On a showery Saturday afternoon the boys liked to go fishing. What do you like to do on an afternoon like that?

2. The engine that went ninety-nine miles an hour made history. Can you think of something besides an engine which has made history?

3. Pinkie's father, who designed the engine, made history also. Whom do you know about who made history?

What did he do?

4. If the boys took the bullheads home, Ellen would throw up her hands or shoo the boys out of the kitchen. What would your mother do?

5. Grandmother could not abide bullheads. What is one thing you cannot abide?

6. Making the engine required imagination. What other invention do you know about that you think required imagination?

What would you like to invent that would require imagination?

7. The boys wanted to catch a bass. What kinds of fish do you like to catch?

8. William could be depended upon to do those things for the boys which no one else would do. What is the name of a friend of yours who is like him?

William gave the fish to his cat. What would your friend have done with the bullheads?

A Tale and a Discovery (pages 300-307)

available	crudely-built	gracefully	intensely	steep
belated	enthusiastic	harsh	jackknife	streamline
bleating	enticing	hazardous	musical	tremendous
exultantly	exceedingly	hound	shady	various

In each blank space in the following sentences write a descriptive word to make the sentence more interesting. Choose words from the above list or use words of your own choosing.

1. He was so interested in the television program that he did not notice my arrival.

2. The pilot had had many experiences, piloting planes through kinds of weather.

3. Today a jet airplane can travel at a speed.

4. The crowd yelled when Johnnie Fox made a home run.

5. The girl stood poised on the end of the diving board and then took a dive into the water.

6. Around the curve, we saw a cabin and heard the barking of a

7. I paused to listen to the sound of cowbells and the of the goats as the herd started up the mountain.

8. The road which led from the highway into the woods looked very

9. I was tired, but I had to stand because every seat in the theater was occupied.

A Tale and a Discovery (pages 300-307)

At the left of the black line are dictionary pronunciations of certain words. At the right of the line are the words themselves. Say each dictionary pronunciation to yourself. Then write in front of it the real word.

..... (bĭz'nĕs)	..... (nĕf'ū)	cigar
..... (kăř'ĭj)	..... (pās)	truth
..... (sĭ găr')	..... (sĕl'dŭm)	business
..... (sĭs'tĕrn)	..... (tĭsh'ū)	initial
..... (dŭm)	..... (trōōth)	wrestling
..... (flŭr'ĭsh)	..... (vĭzh'ŭn)	carriage
..... (gărd)	..... (rĕk)	guard
..... (ĭ nĭsh'ăl)	..... (rĕs'lĭng)	tissue
		flourish
		pace
		wreck
		seldom
		cistern
		nephew
		dumb
		vision

Learn to recognize the first and last syllables on words. Doing so will help you to recognize many new words. On the first line under each word below, write the first and the last syllables. On the second line write the entire word by syllables. Then pronounce the word to yourself and put in the accent mark. The first one is done for you.

expensive	collection	annoyance
ex sive	.....	.....
ex pen'sive	.....	.....
permission	disturbance	emphasize
.....
.....
explosion	confident	exhausted
.....
.....

Check each word with your dictionary. Did you divide it into syllables correctly?

Old Coach Road (pages 308-313)

The answers to all the following questions cannot be found in your story, but thoughtful readers can figure out the answers for themselves. Be sure that you can answer each question.

1. William told the boys that the town of Hastings had been sending good money after bad. What did he mean, and in what way had Hastings been doing that?

2. Exactly what is meant by a township? After reading this story, do you think that you live in a township? Are you sure about it? How could you go about finding out?

3. A township is made up of three different types of places. What are these places?

4. What is another name for a farm, a store building, or a house and lot which a man owns? When a man owns land and the buildings upon it, what is he called? What special kind of tax does he pay on the land and buildings?

5. The property taxes paid in Hastings Township went to three different places. What were these places? In each place what was the money used for?

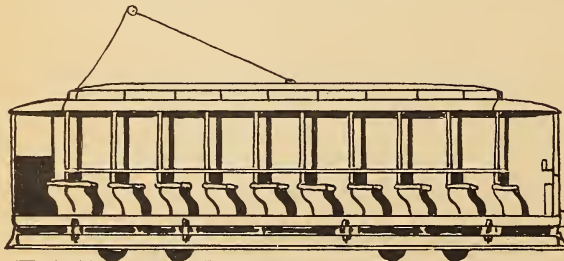
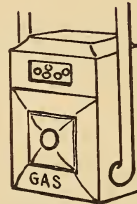
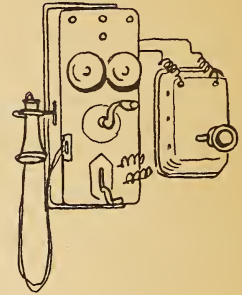
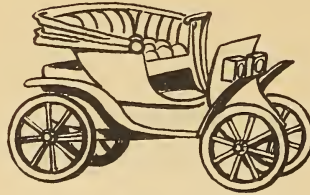
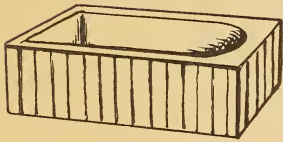
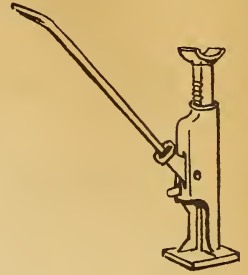
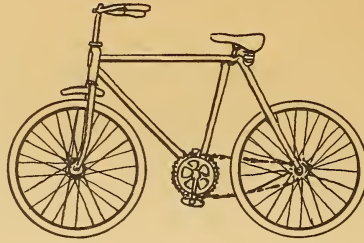
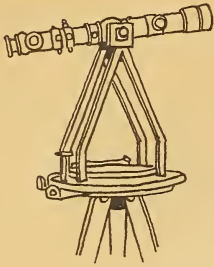
6. How would paving the Old Coach Road help the farmers who lived near Hastings? How do paved roads help farmers today? Think of ways not told about in the story.

7. How was paving the Old Coach Road going to help the townspeople? How do paved roads help people in towns and cities today? Think of ways not told about in the book.

8. At the close of today's story, Pinkie's father makes a prediction. What does he predict? If Pinkie were ten years old in 1910, how old would he be today? Have his father's predictions come true? Be ready with proof for your answer.

Old Coach Road (pages 308-313)

Under each picture write the name and the date 1879 or 1910 to show whether the thing pictured was in use in Hastings in 1879 or not until 1910.



Old Coach Road (pages 308-313)

Each pair of words is spelled alike, but the words are pronounced differently and have different meanings. Such words are heteronyms (hět'er o nimz').

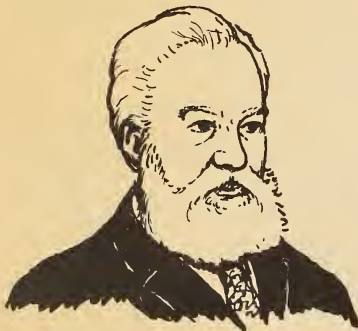
contents	con'tents	entrance	en'trance	combine	com'bine
contents	con tents'	entrance	en trance'	combine	com bine'
desert	des'ert	perfect	per'fect	present	pres'ent
desert	de sert'	perfect	per fect'	present	pre sent'
contest	con'test	object	ob'ject	conduct	con'duct
contest	con test'	object	ob ject'	conduct	con duct'

Complete each sentence by writing in the omitted word. Write the word by syllables and put in the accent mark. The first one is done for you.

- May I pre sent' this book to you as a birthday gift?
- What _____ could be nicer than a book?
- When it is hot outside, Jim _____ himself by reading a book.
- I will not know the _____ of my letter until I open it.
- Pushing and _____ such as that will not be tolerated.
- A guide will _____ you through the museum.
- John got a _____ score on his arithmetic test.
- I must _____ the engine in my car before derby time.
- The two groups will _____ and put on a joint sale.
- The grain will be harvested quickly by the use of a _____.
- Do not _____ me now when I need your help.
- Automobiles now travel across the great North African _____.
- The _____ to the gym is down at the end of the hall.
- The beauty of the mountains will _____ you.
- I think the umpire was wrong, but I cannot _____ his decision.
- I hope I win the boxing _____.
- I do not _____ to having you go with us on our trip.
- What is that queer-looking _____ coming down the road?

Alexander Graham Bell

When Alexander Bell, the inventor of the telephone, was a young boy, he had no middle name. His father's first name was Alexander, and so was his grandfather's. Young Aleck, as his family called him, thought that there were too many Alexanders in one family. One day, when he was eleven, a friend of his father came for a short visit. He was an Alexander also, Alexander Graham. Young Aleck liked the man and the name "Graham" so well that he insisted upon having Graham for his own name. From this time on, he was Aleck to his family, but to other people he was Graham Bell.



Aleck's father and grandfather were teachers of speech. They were interested in teaching deaf persons to make the different sounds which make up our language and then to combine these sounds into words. They did this by drawing, for their pupils, sketches of

the way to hold the lips and the tongue. By imitating the sketch, pupils could make the right sound. For example, by holding the lips closed and passing the voice through the nose, pupils could make the sound *m*. Try it and see.

The happy years of Aleck's boyhood slipped away. The time arrived when he had a big decision to make. Should he become a musician and play before great crowds in the city of London? His mother, though deaf, was a fine musician, and Aleck had always had a keen ear for music. Should he follow in his father's and grandfather's footsteps? He decided upon the latter course. So another Alexander Bell, this time Alexander Graham Bell, became a teacher and lecturer in the field of "visible" speech in London where the family was now living.

In 1870, for reasons of health, the doctors ordered Bell to leave England for a drier climate. Bell could no longer stand the London fogs or the general dampness of the climate in the British Isles. So with his father and mother he moved to a small farm in Canada. Rest and life in the open air for a year restored Bell to complete health.

Now that Bell was well again, what was he to do with his life? He decided to go to the United States, to Boston,

(Go on to page 115.)

and to become again a teacher and lecturer on "visible" speech. As long as he spent his time in this way, he was very successful. One of his pupils was Mabel Hubbard, a young woman who had become deaf as the result of scarlet fever, and who later became Bell's wife. Another of Bell's pupils was a very young boy, George Sanders, who had been born deaf. The fathers of these two pupils were men of money, and they helped Bell out in many ways.

It was at this time that Bell formed a friendship, a most fortunate one, with a young man named Thomas A. Watson. Bell's head was always full of ideas and inventions, but all his life his hands were more or less clumsy. Thomas Watson could not furnish the ideas, but he was very skillful with his hands and could make models of the machines, the plans for which Bell had put down on paper. The two men working together were a fine team.

The dream of Graham Bell's life was to invent a machine by which the human voice could be carried over wires to distant places. For years the two friends worked together in the attic of the electrical shop where Watson was employed, and later in the two rooms which Bell rented in Boston. Often

they had no money for food or clothes. At last one day Watson was in one room with a crude receiver at his ear. Bell was in another room in front of the transmitter. Over the wire to Watson came the words, "Mr. Watson, come here! I want you!" Watson dashed into the other room to find that Bell had spilled acid from the battery over his suit. The fact that Bell's clothes were ruined was soon forgotten in the joy over the success of their invention. Together they had made the first successful telephone.

In 1882 Alexander Graham Bell became an American citizen. In later years he used to say to his grandchildren, "I am a better American citizen than you are. I chose to be an American citizen. You were born so."

In 1915 Alexander Graham Bell and Thomas A. Watson held another important telephone conversation. This conversation took place at the opening of the long-distance telephone line between New York and San Francisco, California. President Wilson talked over the telephone to the Governor of California. Then Bell at one end of the line spoke to Watson at the other. What did he say? "Mr. Watson, come here! I want you."

(Go on to page 116.)

Shovelers All (pages 314-318)

What is the purpose of each paragraph in the selection on pages 114 and 115? Which sentence makes clear that purpose? In each paragraph draw a line under the topic sentence. REMEMBER THAT THE TOPIC SENTENCE IS NOT ALWAYS THE FIRST SENTENCE.

Use the title of the selection on page 114 as the main head in your outline. Think of a word or a phrase which expresses the main idea in each paragraph. Use these words or phrases as subheads to complete your outline.

- I.
- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.
- I.

Great Men in Overalls (pages 319-327)

charge club crane heart loom range spoke

Each word above has several meanings. Below are some of the meanings you might find in a glossary or dictionary. In front of each meaning write the right word.

- any of the rods extending outward from hub to rim of a wheel
- to set a price, or to demand a certain sum for something
- a machine for lifting and carrying heavy loads
- the organ of the body which controls the circulation of the blood
- a cooking stove
- to come into sight gradually and to appear huge
- a playing card marked with a black clover-shaped figure
- a frame used in weaving
- an open space where cattle can graze
- a special stick or bat used in playing certain games
- to load, as a gun or battery
- a tall wading bird
- a playing card with a figure of a heart in red
- the past tense of the word *speak*
- a place where shooting is done
- tenderness; sympathy
- to stretch one's neck
- to rush upon or attack
- the distance a gun will shoot
- a support for tools in a fireplace
- to beat with a heavy stick
- the center or inmost part of something

Read this information carefully. Then follow the directions on the next page.

Building a Modern Highway

When a new road is to be built, highway engineers decide where the road is to run. They lay out a road to fit the surface of the country it crosses but try to keep away from low, wet places and to circle hills when possible. If the road must cross a hill, the engineers determine where the road is to cross and how much of the hill must be cut down to keep the road from being too steep. The road must be kept as level as possible with few curves and no short, sharp turns. It is expensive to build bridges and road crossings and to fill in low land. Engineers try to lay out the road so that very little of this work needs to be done.

After the engineers come the surveyors. They use instruments to determine exactly where the road is to be placed. As the surveyors work, stakes are driven into the ground to mark the path that the road will follow. These stakes are guides to the workmen who will follow the surveyors.

Crews of workmen now take the place of the surveyors. Certain crews cut the trees and brush from the roadway. Tractors haul away the branches, the stumps, and the trunks of trees. Then other crews with plows and scrapers and steam shovels set to work smoothing

and leveling the road. Trucks haul away the rock and dirt to low places that need to be filled and empty this material beside the road to make wide sides, called shoulders.

Next comes the work of preparing the roadbed. Steel frames are put on the sides of the roadway to keep in place the pavement that is to be laid. The level roadway is covered with fine rock and gravel to make a firm foundation for the pavement, which is to be made of concrete.

The next important step is the pouring of the concrete, a mixture of cement, sand, a very fine gravel, and water. The concrete is thoroughly mixed in a concrete mixer, a machine with a big drum that turns around and around. When mixed, the concrete is poured onto the gravel bed.

Just as in the laying of city pavement, room has to be allowed for the concrete to expand and contract. Cold weather shrinks the concrete; hot weather makes it stretch out. To keep the road smooth in spite of weather changes, cracks are put in the concrete every hundred feet. These cracks are filled with tar, which stretches easily and so keeps the concrete surface from buckling or cracking.

(Go on to page 119.)

Great Men in Overalls (pages 319-327)

Great care must be taken to "cure" the road properly. Curing means keeping it from drying too quickly on top. The newly laid road is covered with tar paper and straw and allowed to dry for several days. Then the frames are removed to be used again on another stretch of road.

A few details still remain to be cared for. The shoulders of the road must be smoothed off and planted with grass or grain to keep down the weeds. Then a line is painted down the center of the road, highway signs and markers are put up, and the road can be opened for travel.

In each paragraph draw a line under the topic sentence. Use the title of the article as the main head in your outline. Decide for yourself what is the main idea in each paragraph. Express each main idea in not more than three or four words. Use these main ideas of paragraphs as subheads.

- I.
- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.

Use your outline to give a talk on highway construction to your group.

Headlines (pages 328-333)

Below is a list of events in the history of Hastings told about in *The New Engine Whistles*. After each event write 1879 or 1910 to show at what time each event was first told about in your book.

The First Iron Bridges	.....
The First Trolley Cars	.....
The Hastings, Lake Shore, and Western Railroad	.....
The Carnegie Library	.....
The First Airplane Flight	.....
The First Gaslights	.....
The First Paved Highway	.....
The First City Pavement	.....
The First Motion Picture Show	.....
The First Electric Lights	.....
The First Bicycle	.....
The First Safety Bicycle	.....
The First Bathtubs	.....
The First Automobiles	.....
The First Water Department	.....
The First Gas Company	.....
The First Newspaper	.....
The First Telephone	.....
The First Fire Department	.....
The First Brick Sidewalks	.....
The First Steel Railway Coaches	.....

Headlines (pages 328-333)

INDEX

Airplane

- future of American aviation, 23
- how man first learned to fly, 16
- in war, 19
- postal use, 22
- transport and passenger planes, 20-21
- Wright brothers win success, 17-18

Automobile

- early American motorcars, 27
- early European motorcars, 26
- family names in the industry, 28-30
- future of the industry, 34
- in modern life, 31
- traffic control, problem of, 32-33

Bell, Alexander Graham

- boyhood in Scotland, 42
- invention of telephone, 47-50
- later life, 50-52
- life in Canada, 43
- teaching experience, 44-45
- Watson, meeting with, 46

Ford, Henry

- assembly line, idea of, 77-79
- boyhood, 72
- cheap cars for everyone, 80-81
- first Ford car, 76
- later life, 82
- today's cars, 83-85
- young machinist, 73-75

Telephone

- Bell telephone today, 158
- how it works, 150
- importance in modern life, 151-152
- inventor of the telephone, 153-155
- transcontinental telephone, first, 156
- under-ocean communication, 157

Wright, Orville and Wilbur

- bicycle mechanics, 172
- early boyhood, 170
- first successful airplane, 173
- later life, 178
- struggle for recognition, 176-177

Sometimes you can find the information to answer a question under two main topics. For example: Suppose your question were, "What part did Thomas Edison play in the making of the first motion pictures?" You could look under the main topic, *Motion pictures*, and you could also look under *Edison, Thomas*. In each of the following questions, underline the two words which tell under what two main topics you could look to find information to answer the question. Then on the line after the question write the pages to which you would turn for the desired information.

1. On what day did the famous Wright brothers make their first airplane flight?

.....

2. Does everyone agree that Alexander Graham Bell really invented the telephone?

.....

3. Is the Ford car considered to be one of the outstanding automobiles in use today?

.....

4. Did Alexander Graham Bell live long enough to talk over a transcontinental telephone?

Headlines (pages 328-333)

Here are some words that you can unlock for yourself. On the first line under each word write the first and last syllables. On the second line write the entire word by syllables and put in the accent mark. Then check each word with the dictionary to be sure that you have divided it correctly.

endorsement

performance

replenish

.....
.....

.....
.....

.....
.....

excursion

profusion

successive

.....
.....

.....
.....

.....
.....

Let the sense of the sentence suggest the meaning of the underlined word.

1. The garden looked its loveliest, with a profusion of flowers everywhere.

Profusion means

2. We had been away for several weeks, and the refrigerator was empty. We had to replenish that icebox immediately.

Replenish means

3. We have tickets for a performance of "Robin Hood" in the school theater.

Performance means

4. We chartered a bus for a Fourth-of-July excursion to Atlantic City.

Excursion means

5. On Sunday it was very hot. On each successive day for the rest of the week, it grew hotter and hotter.

Successive means

6. Your signature is not on the back of this check. I cannot cash it without your endorsement.

Endorsement means

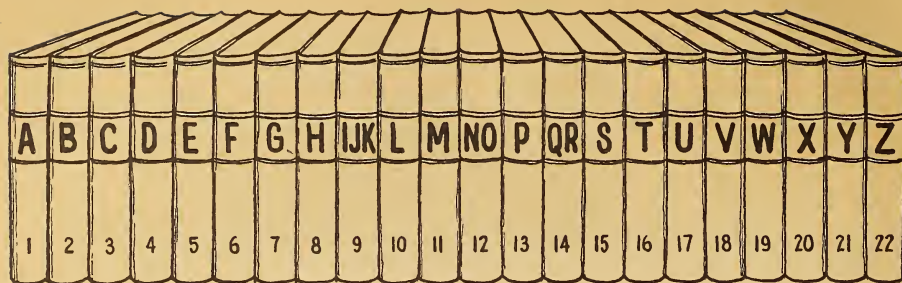
Home-coming (pages 334-338)

anticipation	forfeit	intersperse	nuisance
conscience	goggles	intervening	suburbs
corkscrew	history	magnify	tinkering
experience	infer	merge	tripod

Below are definitions which might be found in a dictionary or glossary. In front of each of these definitions write the word from the above list which belongs with the definition.

- an annoying or troublesome person or thing
- mending or patching something without exactly knowing how
- outskirts of a city or large town
- a fine or a penalty
- to unite with something else
- the feeling within us which makes us know whether what we do is right or wrong
- a looking forward with pleasure to something that is going to happen
- a particular kind of spectacles used to protect the eyes from dust or bright light
- to scatter here and there among others
- a three-legged stand for a camera and the like
- an event or happening in which one has taken part
- occurring or happening between two periods of time
- to draw a conclusion
- the record of past events
- to enlarge in appearance
- a tool for drawing corks from bottles

Home-coming (pages 334-338)



Answer each question. Follow directions.

- | | |
|---|--|
| <p>1. How many volumes are in the set of encyclopedias shown above?</p> <p>2. How many volumes have one letter on the back?</p> | <p>3. Which volumes have two letters? Write their numbers here.</p> <p>4. Write the number of the volume with more than two letters.</p> |
|---|--|
-

After each topic below write the number of the volume in which you would look to find information on that topic. In an encyclopedia, as in an index, a person's last name is listed first.

George Stephenson	Radar	New York
Abraham Lincoln	Aviation	Baseball
Henry Ford	Canada	Planets

To find information in an encyclopedia to answer each question below, you must first choose the most important word in the question as the topic to look up. In each question underline the most important word.

1. How long has television been in use?
2. What crops grow on farms in Italy?
3. Who invented radio?
4. Where was George Washington born?
5. When is the summer season in Australia?
6. Why do birds migrate?
7. Does anyone live on the moon?

Home-coming (pages 334-338)

Read the sentences. On the line after the sentences write the underlined word by syllables and put in the primary accent mark. Then write the meaning of the word that is suggested by the sentence. The first one is done for you.

1. When autos took the place of horses, the time had come to abolish hitching posts.
a bol'ish to do away with

2. This question will require long deliberation before I can give you an answer.

3. No two people had the same idea, and there was much dissension among the group.

4. It was three days before the flood subsided and the town was safe.

5. The work he turned out was almost perfect because he was so meticulous.

6. I will send a bulletin to everyone who was not there, telling what happened at the meeting.

7. Riding the handlebars of a bicycle is a foolhardy thing to do.

8. He does the oddest things. He is smart, but a bit eccentric.

9. I am sure he meant to pass me without speaking. His rudeness was intentional.

10. You cannot handle the job alone. Neither can I. Maybe we should collaborate.

11. I owe letters to five different people. I am so busy that I can't keep up with my correspondence.

Now check each word with the dictionary. Did you divide it correctly? Is the accent mark in the right place? Is the meaning the same or nearly the same as one of the meanings in the dictionary?

Wind Checks (pages 339-349)

As Banker Hastings stood by the old-fashioned well, looking up at the airplane, he could not imagine how the future could hold anything new or better for Hastings. But you know that the future did hold better things. Under the heading below list eight things that the people of Hastings could have today which they did not have in 1910.

What More Could the Future Hold for Hastings?

1.
2.
3.
4.
5.
6.
7.
8.

1. Write the names of five kinds of airplanes.

.....

.....

.....

.....

.....

2. Write four uses made of airplanes.

.....

.....

.....

.....

Wind Checks (pages 339-349)

Here are the names of the aircraft pictured below. Write the correct name under each picture.

mailplane

helicopter

jet plane

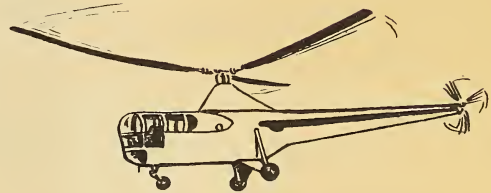
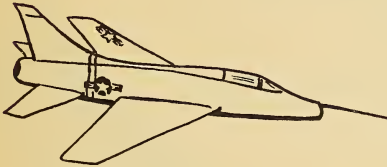
transport

seaplane

balloon

Wright brothers' plane

glider



On the line below
the word. On the s
accent mark. Chec
vided it correctly.

first and last syllables of
s and put in the primary
e sure that you have di-

dishearten

apprehend

affection

assemble

Let the sense of _____ meaning of the underlined word.

1. Jim showed his af _____ rather by giving him a big hug.

Affection means _____

2. The crowd assemb _____ before the gates were open.

Assembled means _____

3. I did not know what to do or whom to ask for help. I was utterly bewildered.

Bewildered means _____

4. I could hear Jack beseeking his mother to let him go to camp.

Beseeking means _____

5. The police will soon apprehend the man who stole the money.

Apprehend means _____

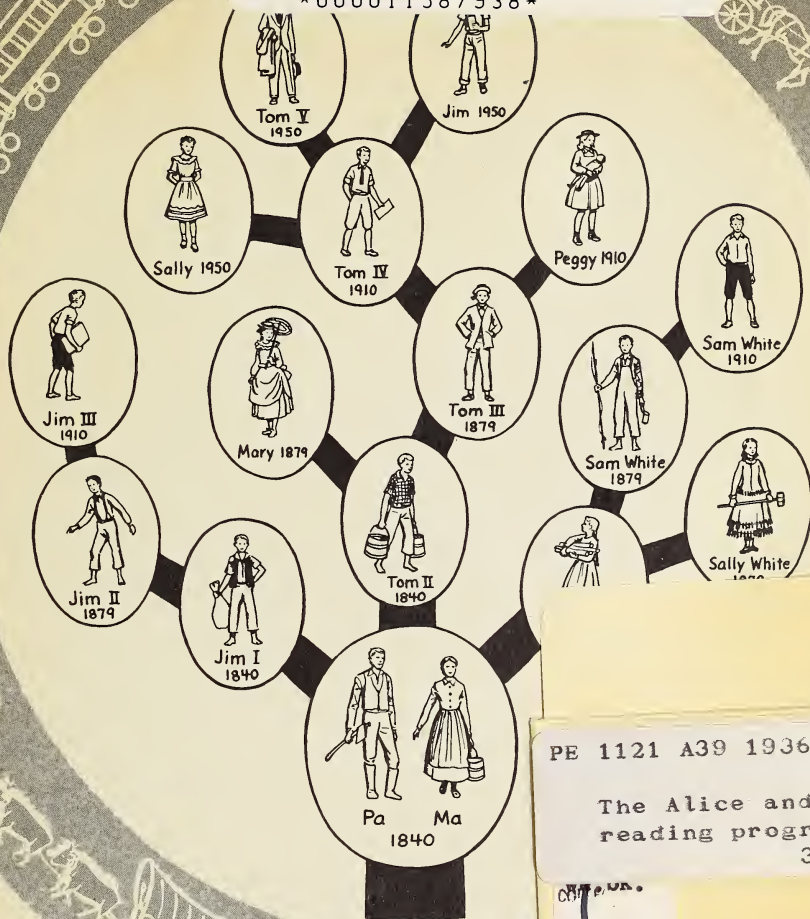
6. I have tried as hard as I can, but I can't do this job. I am disheartened.

Disheartened means _____

PE 1121 A39 1936 RDR-1-6 RDR-5
 WBKbk-
 THE ALICE AND JERRY BASIC READING
 PROGRAM RDR 1-6 /
 39586119 CURR HIST



000011587938



PE 1121 A39 1936 rdr.1-6
 rdr.5 wbkbk.
 The Alice and Jerry basic
 reading program :
 39586119 CURR HIST

CHP. 1.

CURRICULUM
 EDUCATION LIBRARY

The Hastings' Family

For the Hastings' Family Tree, we are indebted to
 assisted by MRS. EDNA JOHNSON, and their classes at RA

2537356

On the line below each of the following words, write the first and last syllables of the word. On the second line write the word by syllables and put in the primary accent mark. Check each word with the dictionary to be sure that you have divided it correctly.

dishearten

beseeching

apprehend

.....

.....

.....

.....

.....

.....

affection

bewilder

assemble

.....

.....

.....

.....

.....

.....

Let the sense of the sentence suggest the meaning of the underlined word.

1. Jim showed his affection for his grandfather by giving him a big hug.

Affection means

2. The crowd assembled long before the gates were open.

Assembled means

3. I did not know what to do or whom to ask for help. I was utterly bewildered.

Bewildered means

4. I could hear Jack beseeching his mother to let him go to camp.

Beseeching means

5. The police will soon apprehend the man who stole the money.

Apprehend means

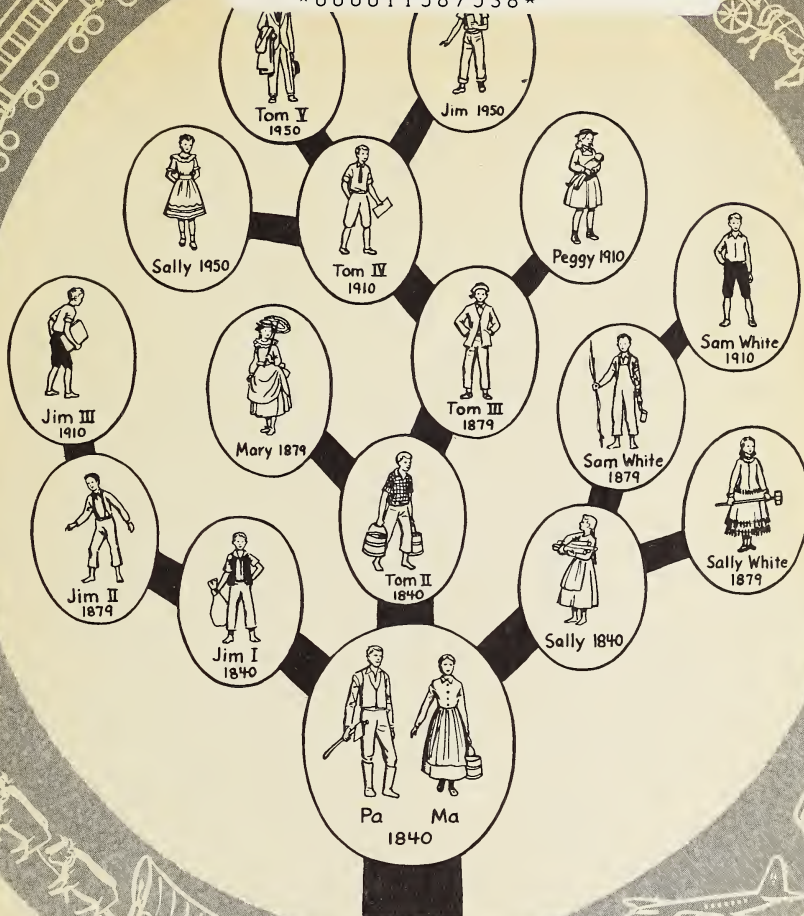
6. I have tried as hard as I can, but I can't do this job. I am disheartened.

Disheartened means

PE 1121 A39 1936 RDR-1-6 RDR-5.
 WKBK-
 THE ALICE AND JERRY BASIC READING
 PROGRAM RDR 1-6 /
 39586119 CURR HIST



000011587938



The Hastings' Family Tree

For the Hastings' Family Tree, we are indebted to MISS ANNA GENS, who was assisted by MRS. EDNA JOHNSON, and their classes at RAYMER SCHOOL, Toledo, Ohio.

Name _____

